DOCUMENT RESUME

ED 333 156 CE 058 150

AUTHOR Friedenberg, Joan E.; And Others
TITLE Serving Vocational Students with Disabilities: Guidelines for Infusing Preservice Vocational and Special Education Curricula.
INSTITUTION Ohio State Univ., Columbus. Center on Education and Training for Employment.
PUB DATE 91
NOTE 171p.; Appended material is printed on colored paper.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Behavioral Objectives; Classroom Techniques; *Disabilities; Education Work Relationship; *Fused Curriculum; Higher Education; Interdisciplinary Approach; Learning Activities; Postsecondary Education; *Preservice Teacher Education; Secondary Education; *Special Education Teachers; *Teaching Methods; Transparencies; *Vocational Education Teachers

ABSTRACT

This guide was developed to help vocational teacher educators and special teacher educators prepare prospective teachers for work with students with disabilities. The manual is based on 13 topics identified by a panel of national experts in vocational special education and vocational teacher education as most important for teacher trainees to know. The topics cover the following areas of the vocational preparation of students with disabilities: (1) basic problems and needs; (2) historical and legislative issues; (3) characteristics of the major disability categories; (4) model programs; (5) national resources for free or low-cost information; (6) materials; (7) objectives; (8) developing/adapting assessment procedures; (9) developing/modifying instructional materials; (10) developing/modifying instructional strategies; (11) monitoring/evaluating vocational preparation; (12) identifying appropriate accommodations; and (13) the school-to-work transition planning process. The guide contains samples of several course outlines that have been infused, introductory lecture notes, 24 handouts, activity sheets with answers and explanations, 40 transparency masters, and 29 references. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED333156

SERVING VOCATIONAL STUDENTS WITH DISABILITIES: GUIDELINES FOR INFUSING PRESERVICE VOCATIONAL AND SPECIAL EDUCATION CURRICULA

Joan E. Friedenberg, Project Director

Margo V. Izzo, Program Associate
Center on Education and Training for Employment

Gwendolyn Cartledge, Associate Professor
School of Education
The Ohio State University

CE 058152

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

1991

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J Friedenberg

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

TABLE OF CONTENTS

INTRODUCTION 1

THE INFUSION PROCESS 9

About this Manual 28

Objective One: Describe the Basic Problems and Needs Related to the Vocational Preparation of Students with Disabilities 33

Objective Two: Explain the Historical and Legislative Issues that Relate to Vocational Preparation of Students with Disabilities 44

Objective Three: Explain Characteristics of the Major Disability Categories (By Federal Definition) 68

Objective Four: Describe Model Programs for Vocational Students with Disabilities throughout the United States 88

Objective Five: Identify National Resources that Provide Free or Low Cost Information or Literature Related to the Vocational Preparation of Students with Disabilities 94

Objective Six: Identify Sources that Publish or Distribute Materials for the Vocational Preparation of Students with Disabilities 98

Objective Seven: Identify Appropriate Objectives for the Vocational Preparation of Students with Disabilities 103

Objective Eight: Develop/Adapt Appropriate Assessment Procedures for the Vocational Preparation of Students with Disabilities 109

Objective Nine: Develop/Modify Instructional Materials for the Vocational Preparation of Students with Disabilities 112

Objective Ten: Develop/Modify Instructional Strategies Appropriate for the Vocational Preparation of Students with Disabilities 119

Objective Eleven: Monitor/Evaluate the Vocational Preparation of Students with Disabilities 125

Objective Twelve: Identify Appropriate Accommodations for the Vocational Preparation of Students from Specific Disability Categories 130

Objective Thirteen: Explain the Transition Planning Process for the Vocational Preparation of Students with Disabilities 138

I. INTRODUCTION

Despite years of organized effort at all levels of government, the problems of persons with disabilities continue to challenge our society. The high rates of school dropout, unemployment, and underemployment, as well as the lack of functional vocational skills among persons with disabilities are clear indications that society still struggles with providing effective services that meet this population's needs.

According to data from the U.S. Department of Education (1990), 4.6 million young people meeting the definition of "handicapped" were being served in our public schools as of school year 1988-89, compared with 3.7 million in school year 1976-77. Enrollment numbers of this population are clearly on the rise.

In terms of service through vocational education, Conaway (1987) shows that of all students with disabilities in grades 9-12, 40 percent took part in vocational education during school year 1982-83. This is a marked increase when compared to the 20 percent of disabled students in grades 9-12 who took part in vocational education during school year 1976-77. However, pride in improvement must be balanced with recognition of the work still to be done.

According to the *Twelfth Annual Report to Congress on the Implementation of the Education of the Handicapped Act* (U.S. Department of Education 1990), 27-44 percent of all students with disabilities drop out of high school each year. Students with learning disabilities alone drop out at a rate of 26-42 percent, and emotionally disturbed students drop out at a rate of 40-62 percent. The consequences of dropping out of school for youth with disabilities are similar to those for nondisabled youth but are more pronounced. They have worse employment potential, fewer opportunities for further education, and lower earnings when employed.

Of the students with disabilities who leave our nation's secondary schools each year, the majority are unemployed, are waiting their turn for help from adult service agencies that have too many clients, or are in terminal placements in sheltered workshops (Brolin and Elliott, 1984). In fact, the unemployment rate of adults (i.e., those over 21) with disabilities is between 63 and 72 percent (President's Committee on Employment of People with Disabilities, 1990). Even among graduates of special education programs, unemployment rates are still 62 percent for those with severe disabilities and 68 percent for those with learning or behavioral disabilities. The cost of supporting these individuals is high--the average dependency cost per person totals approximately $45,000 annually (President's Committee on Employment of People with Disabilities, 1990). Furthermore, such dependence-oriented expenditures tend to grow each year at a rate exceeding the annual rate of inflation.

Bowe (1980) states even among the few who are employed that 85 percent earn less than $7,000 per year and 52 percent actually earn less than $2,000 per year. When employed, these individuals tend to hold low-status and low-paying jobs (Edgar and Levine, 1987).

As Edgar (1987) summed up the problem, based on statistics from his study and examination of others, "Society appears to be responding to a problem (handicapped individuals) with innovative programs (special education), yet in reality nothing productive is being accomplished (the individuals in question are not better off because of the programs)" (p. 556).

Why Vocational Education is Good for Students with Disabilities

Vocational educators have made a significant contribution to the quality of living for youth with disabilities that is both far reaching and long lasting. In fact, specific vocational skills are increasingly seen as contributing significantly to youths with learning disabilities ability to compete for employment (Okolo and Sitlington, 1988). Vocational education programs are proving to be instrumental in effecting both dropout prevention and school-to-work transition. Various studies and programs have shown this to be true.

Work by Blackorby, Kortering, and Edgar (1987, as cited in U.S. Department of Education, 1988) and Weber (1986; 1988) verifies that the dropout problem can be improved through targeted educational programs that include vocational education. Vocational training experiences are an essential part of all efforts to train dropouts who enter Job Corps and other Job Training Partnership Act (JTPA) programs. A significant positive correlation is known to exist between high school graduation and the number of vocational credits earned. *The Tenth Annual Report to Congress* (1988) stated:

> Many special educators are recommending radical changes in secondary programs for mildly handicapped students away from academics and toward functional, vocational, independent living programs to reduce the large number of mildly handicapped students that drop out of school to enter a work environment of low wages. (p. 59)

Furthermore, research shows that youth who receive adequate training and experience have better success in the labor market. In fact, Wagner (1991) found that participation in an occupationally oriented vocational program was the single most significant factor in employment for youth with disabilities. Hasazi, Gordon, and Roe (1985, as cited in Harnish et al., 1986) and Sitlington (1987) also found that improved employment outcomes of youth with disabilities were related to secondary vocational training experiences (especially paid experiences). When vocational training is provided during secondary school, the problem of persons with disabilities needing further training after school is alleviated.

Why Students with Disabilities Need Better Vocational Services

Although the positive effects of vocational education are well documented, there is still a severe shortage of vocational services available to youth with disabilities.

The Education for All Handicapped Children Act (PL 94-142) requires that the delivery of appropriate public education to handicapped children be guided by a written Individualized Education Plan (IEP) prepared annually. Wills (1984) clearly states that employment must be the goal of our educational programs for students with disabilities. Despite these facts, a random analysis of secondary special education students' IEPs showed that *fewer than half* contained even one vocationally oriented annual goal (Cobb and Phelps, 1983). Similarly, a needs assessment of five public schools, three private special education facilities and two vocational rehabilitation agencies in the Kansas City area showed that IEP's rarely included vocationally oriented goals, objectives, and instruction (Dick, 1987).

A study by Spencer-Dobson and Schultz (1987) showed that IEP teams ranged in size from 3 to 15 members, with the average size being 7. Yet, the majority of school districts surveyed do not include vocational educators as team members. In another study (Parks, McKinney, and Mahlman, 1987), a vocational evaluator stated, "Often the persons preparing the IEP have little or no knowledge of the vocational courses and therefore, the program is too academically based." Over one-third (36 percent) of the state special population coordinators responding to the mail survey portion of this study indicated that IEPs are not serving their intended purpose. As one respondent stated, "No vocational education is being written on the IEPs and if so, it is so generic it does no good--vocational teachers need to be more involved" (p. 37).

The 1983 and 1986 Amendments to the Education for the Handicapped Act (EHA) required the Office of Special Education Programs (OSEP) to report data on anticipated service needs for handicapped children and youth exiting the education system. As of October 1987, these service needs were identified as shown in table 1. Table 1 verifies that *56 percent* of youth with disabilities require some form of vocational education services, with vocational training being the highest anticipated need.

Federal legislation from recent years, beginning with the Vocational Rehabilitation Act of 1973, the Education of All Handicapped Children Act of 1976, the Job Training Partnership Act, and the Carl D. Perkins Vocational Education Act of 1984, reflects the growing concern with the extensive personal, social, and economic costs of dependency often associated with disability. The existence of such legislation indicates a national commitment to the education of youth with disabilities for an independent future in the workplace (Sarkees and Scott, 1985).

Explicit in the legislation is a recognition that youth with disabilities deserve a free and appropriate education and the right to meaningful employment appropriate to their capabilities. These commitments are legislative realities. They also constitute an appropriate and just public policy agenda. Clearly, however, society is still struggling with the issue of how to apply these laws in a fair and workable manner.

Table 1

Types of Services Anticipated to be Needed in 1986-87 by
Students 16 Years of Age and Older Exiting the
Educational System During School Year 1985-86

Service Type	Number	Percent	
Counseling/Guidance	73,889	14.1	
Transportation	22,312	4.3	
Technological Aids	10,140	1.9	
Interpreter Services	2,974	0.6	
Reader Services	8,282	1.6	
Physical/Mental Restoration	14,556	2.8	
Family Services	29,769	5.7	
Independent Living	27,368	5.2	
Maintenance	21,368	5.2	
Residential Living	11,585	2.2	
Vocational Training	**82,719**	**15.8**	56%
Postemployment Services	**31,347**	**6.0**	
Transitional Employment Services	**38,851**	**7.4**	
Vocational Placement	**73,903**	**14.1**	
Evaluation of Vocational Rehabilitation Services	**66,096**	**12.6**	
Other Services	8,931	1.7	
Total	523,881	100.0	

Note: Data as of October 1, 1987.

Source: Produced by ED/SEP Data Analysis System (DANS).

Why Vocational Educators are Unprepared to Serve Students with Disabilities

Local schools have responded to the needs of students with disabilities by mainstreaming an increasing number of special needs students into vocational education (Weber, 1988). But successful mainstreaming requires strong commitment, cooperation, and expertise among teachers, counselors, administrators, and all others involved. There is growing evidence suggesting that vocational educators may not be equipped to meet the challenges of serving students with disabilities. For example, the well-known Holmes Group report (1986) states:

> Current literature demonstrates that well meaning and well educated persons will make a number of predictable pedagogical mistakes that will disproportionately harm at-risk pupils who traditionally do not do well in school. (p 58).

The report further recommends that "all career teachers should be qualified to effectively teach students with special needs in regular classrooms" (p. 95). Vocational teachers' participation in IEPs, for example, is critical. Vocational teachers are needed to help prepare statements of annual and short-term goals. In addition, vocational teachers need to learn from special educators how to adapt their instructional techniques and materials to accommodate students with disabilities.

In the largest, most comprehensive study of vocational and nonvocational classrooms and programs in a decade, Weber et al. (1988) found that vocational teachers spend little-if any--time collaborating with special education staff, reviewing IEPs, or even modifying their methods and curriculum for students with special needs. Weber points out that these findings are particularly alarming given the clear focus (i.e., 57 percent of the total federal allocation) of the Carl Perkins legislation on serving vocational students with special needs.

According to the U.S. Department of Education, "Vocational educators are not being afforded the *opportunity* to acquire the skills and abilities necessary to work effectively with the handicapped in vocational education (Sarkees and Scott, 1985, p. 3). In his national study of first-year vocational teachers, Pratzner (1987) found that vocational teachers are indeed not adequately prepared to meet the needs of special students. Weber et al. (1988) found the following:

- Vocational teachers reported completing less than one college course dealing with special population groups.
- Vocational teachers reported completing very little--if any--inservice training related to working with special population groups.

In summary, despite the definite emphasis in both the literature and the legislation on providing an increasing number of persons with disabilities with vocational training and other vocational services, the *preparation of the average vocational educator to serve these students is woefully inadequate.*

Purpose of These Guidelines

The purpose of these guidelines is to prepare vocational and special teacher educators to adapt their preservice curricula (i.e., basic certification courses). Specifically, (1) vocational teacher educators will infuse into their curricula the content necessary for vocational teachers to provide high-quality vocational services to students with disabilities, and (2) special teacher educators will infuse into their curricula the content necessary for special educators to emphasize education for employment.

II. THE INFUSION PROCESS

These guidelines are intended to assist vocational teacher educators as well as special teacher educators in adapting their basic certification courses by infusing content about special education and vocational education, respectively.

The first step in the infusion process is to identify the content or topics considered most important for teacher trainees to know about. The 29 topics below were selected by a panel of national experts in vocational special education and vocational teacher education. The topics in bold print were identified by this group as being most critical and are the basis for the materials provided in this manual.

Topics for Infusion

1. **Describe the basic problems and needs related to the vocational preparation of students with disabilities.**
2. **Explain the historical and legislative issues that relate to vocational preparation of students with disabilities.**
3. **Explain characteristics of the major disability categories (by federal definition).**
4. **Explain how to distinguish different methods of instruction suitable for the vocational preparation of students with disabilities.**
5. **Describe model programs for vocational students with disabilities throughout the United States.**
6. **Identify national resources that provide free or low-cost information or literature related to vocational preparation of students with disabilities.**
7. **Identify sources that publish or distribute materials for vocational preparation of students with disabilities.**
8. **Identify local resources/agencies that can help you serve vocational students with disabilities more effectively (vocational rehabilitation, JTPA, MR/DD programs, etc.).**
9. Explain appropriate ways of recruiting vocational students with disabilities.

10. **Identify the appropriateness of accommodations for the vocational preparation of students from specific disability categories.**

11. Identify the basic types of assessments needed for vocational students with disabilities.

12. Explain the meaning and importance of an ongoing vocational assessment process.

13. Identify appropriate types of materials for assessing vocational preparation of students with disabilities.

14. Identify ways to conduct vocational interest and aptitude assessment for vocational preparation of students with disabilities.

15. Identify informal ways to assess vocational achievement.

16. Explain how assessment data is used to make appropriate placement into programs decisions for students with disabilities.

17. Develop/adapt vocational performance tests for the vocational preparation of students with disabilities.

18. **Identify ways to modify instructional strategies for vocational preparation of students with disabilities.**

19. Evaluate the appropriateness of materials for vocational preparation of students with disabilities.

20. **Modify vocational materials for students with disabilities.**

21. Develop instructional materials for the vocational preparation of students with disabilities.

22. **Use appropriate instructional activities for the vocational preparation of students with disabilities.**

23. Explain the importance of and steps in collaboration between special education and vocational teachers.

24. Describe things you can do to assure successful collaboration with special educators and adult service personnel through the IEP/ITP/IWRP/IHP planning process.

25. Use cooperative planning techniques to identify, in cooperation with a special education teacher, the related basic skills necessary for successful mastery of vocational courses.

26. **Explain the transition planning process for the vocational preparation of students with disabilities.**

27. Explain employer incentives for hiring persons with disabilities.

28. Explain how to gain reasonable accommodations at the job site for the job placement of students with disabilities.

29. Explain appropriate follow-up procedures to gain measures of employer and youth satisfaction with training and job placement procedures.

Courses to Be Infused

The second step in the infusion process is to identify the teacher education courses that should be infused. Four kinds of vocational teacher education courses were identified:

- Foundations: Courses covering such material as historical background, relevant legislation, basic terms of the field, theories and philosophies about teaching the subject, basic problems and needs of learners, research and resources, how programs are administered (for example at the federal, state, and local levels), an overview of service areas and vocational guidance, and current trends, issues, and principles.

- Methods: Courses covering methods and techniques of effective teaching, such as creating a positive learning environment, developing observation and assessment skills, using techniques for evaluating and monitoring student progress, using the group-learning process, introducing and summarizing a lesson, and presenting information using demonstrations, exhibits, overheads, filmstrips, chalkboard, flip charts, and other media.

- Course construction/curriculum planning: Courses covering such topics as how to develop a unit of instruction, a course, and a lesson plan, how to write behavioral objectives, how to conduct an occupational analysis, and how to select and prepare instructional materials.

- Special needs: Courses relating specifically to how to serve various special populations in the vocational education classroom, such as disabled, minority, disadvantaged, gifted and talented, and LEP students. They would cover such areas as how to classify and place special students, how to develop an IEP, what instructional materials are available, historical background and legislation pertaining to programming for special needs students, how to evaluate special students, and how to adapt or modify curriculum, facilities, or equipment.

In addition, one special education course was identified:

- Methods in teaching the mildly disabled: This course is designed to provide students with instruction and experiences in the application of various teaching techniques and materials for the developmental education of secondary school students identified as having developmental handicaps, learning disabilities, and behavior disorders.

The third and fourth steps in the infusion process are to match the topics with the courses and to infuse by either single infusion (e.g., a special session devoted to vocational students with disabilities), multiple infusions (including relevant content about students with disabilities in several or all class sessions), or a combination of single and multiple infusions (having a special session and infusing a little in other sessions).Deciding among single, multiple, or combination infusions, as well as the content to be infused, is up to the teacher educator.

The following pages contain samples of several course outlines that have been infused. Subsequent chapters provide you with all the tools you need to infuse your courses, including brief introductory lecture notes, handouts, activity sheets (complete with answers and explanations), overhead transparency masters, and lists of additional resources.

Infusing Foundation Courses

The following topics are recommended for infusion into foundations courses:

1. Describe the basic problems and needs related to the vocational preparation of students with disabilities.
2. Explain the historical and legislative issues that relate to vocational preparation of students with disabilities.
3. Explain characteristics of the major disability categories (by federal definition).
4. Explain how to distinguish different methods of instruction suitable for the vocational preparation of students with disabilities.
5. Describe model programs for vocational students with disabilities throughout the United States.

6. Identify national resources that provide free or low-cost information or literature related to vocational preparation of students with disabilities.

7. Identify sources that publish or distribute materials for vocational preparation of students with disabilities.

8. Identify local resources/agencies that can help you serve vocational students with disabilities more effectively (vocational rehabilitation, JTPA, MR/DD programs, etc.).

Foundations of Vocational Education: Single Infusion

I. Definitions and Terms
   A. Voc Ed, Career Ed, Gen Ed, College Prep, Cooperative Ed, Work Study
   B. Abbreviations, Acronyms, etc.

II. Historical Development of Vocational Education
   A. Origin through 1860
   B. Federal Legislative History (Morrill through Perkins Acts)
   C. Current Status of Voc Ed

III. Vocational Service Areas
   A. T&I, Ag, B&O, Health, Home Economics, MDE, Technology Ed, etc.
   B. Occupational Clusters

IV. Where Vocational Education Exists
   A. Public Schools (Comprehensive high school, JVS, postsecondary technical center, community college)
   B. Proprietary Schools
   C. Business and Industry
   D. Other (CBSs, correctional institutions, etc.)

V. The Administration of Vocational Education
   A. Federal
   B. State
   C. School Districts and JVSs
   D. Local Schools

Infuse topics 1-8 here

VI. Vocational Education for Special Population Groups
   A. Persons with Disabilities
   B. Disadvantaged Persons
   C. Limited English-Proficient Persons
   D. Other

VII. Vocational Education Organizations
   A. Professional Associations
   B. Student Organizations
   C. Advisory Councils

VIII. Current Local Issues

Foundations of Vocational Education: Multiple Infusion

I. Definitions and Terms

Infuse topic 3

- A. Voc Ed, Career Ed, Gen Ed, College Prep, Cooperative Ed, Work Study
- B. Abbreviations, Acronyms, etc.

II. Historical Development of Vocational Education

Infuse topic 2

- A. Origin through 1860
- B. Federal Legislative History (Morrill through Perkins Acts)
- C. Current Status of Voc Ed

III. Vocational Service Areas

- A. T&I, Ag, B&O, Health, Home Economics, MDE, Tech Ed, Industrial Arts, etc.
- B. Occupational Clusters

IV. Where Vocational Education Exists

Infuse topic 5

- A. Public Schools (comprehensive high school, JVS, adult technical center, community college)
- B. Proprietary Schools
- C. Business and Industry
- D. Other (CBSs, correctional institutions, etc.)

V. The Administration of Vocational Education

- A. Federal
- B. State
- C. School Districts and JVSs
- D. Local Schools

VI. Vocational Education Organizations

Infuse topics 6 + 7

- A. Advisory Councils
- B. Student Organizations
- C. Professional Associations

Topic 8 → VII. Current Local Issues

Foundations of Vocational Education: Combination

I. Definitions and Terms
  A. Voc Ed, Career Ed, Gen Ed, College Prep, Cooperative Ed, Work Study
  B. Abbreviations, Acronyms, etc.

II. Historical Development of Vocational Education

Infuse topic 2

  A. Origin through 1860
  B. Federal Legislative History (Morrill through Perkins Acts)
  C. Current Status of Voc Ed

III. Vocational Service Areas
  A. T&I, Ag, B&O, Health, Home Economics, MDE, Technology Ed, etc.
  B. Occupational Clusters

IV. Where Vocational Education Exists

Infuse #5

  A. Public Schools (comprehensive high school, JVS, adult technical center, community college)
  B. Proprietary Schools
  C. Business and Industry
  D. Other (CBSs, correctional institutions, etc.)

V. The Administration of Vocational Education
  A. Federal
  B. State
  C. School Districts and JVSs
  D. Local Schools

VI. Vocational Education for Special Population Groups

Infuse topics 1,3,4

  A. Persons with Disabilities
  B. Disadvantaged Persons
  C. Limited English-Proficient Persons
  D. Other

VII. Vocational Education Organizations

Infuse 6+7

  A. Advisory Councils
  B. Student Organizations
  C. Professional Associations

Infuse #8

VIII. Current Local Issues

Infusing Methods Courses

The following topics are recommended for infusion into methods courses:

1. Describe the basic problems and needs related to the vocational preparation of students with disabilities.

2. Explain the historical and legislative issues that relate to vocational preparation of students with disabilities.

3. Explain characteristics of the major disability categories (by federal definition).

4. Explain how to distinguish different methods of instruction suitable for the vocational preparation of students with disabilities.

5. Describe model programs for vocational students with disabilities throughout the United States.

6. Identify national resources that provide free or low-cost information or literature related to vocational preparation of students with disabilities.

7. Identify sources that publish or distribute materials for vocational preparation of students with disabilities.

8. Identify local resources/agencies that can help you serve vocational students with disabilities more effectively (vocational rehabilitation, JTPA, MR/DD programs, etc.).

18. Identify ways to modify instructional strategies for vocational preparation of students with disabilities.

20. Modify vocational materials for students with disabilities.

22. Use appropriate instructional activities for the vocational preparation of students with disabilities.

Methods of Teaching Vocational Education: Single Infusion

I. Developing a Lesson Plan
  A. Student Needs
  B. Components of a Lesson Plan
  C. Developing Learning Objectives

II. Selecting Appropriate Teaching Techniques/Learning Activities
  A. Lecture
  B. Demonstration
  C. Questioning
  D. Laboratory
  E. Discussion
  F. Structured Observation
  G. Case Study
  H. Brainstorming
  I. Panel
  J. Debate
  K. Field Trip
  L. Role Playing
  M. Individualized Instruction
  N. Learning Stations

III. Using Instructional Materials
  A. Textbooks
  B. Instruction Sheets
    1. Information Sheets
    2. Assignment Sheets
    3. Operation Sheets
    4. Job Sheets
  C. Others

IV. Using Instructional Media
  A. Overhead Projector
  B. Films, Filmstrips, Slides
  C. Audiocassettes
  D. CAI
  E. VCR
  F. Interactive Video
  G. Others

V. Safety Instruction
  A. Legal Concerns
  B. Safety Strategies

VI. Testing Student Achievement
  A. Written Tests
  B. Performance Tests
  C. Interpreting Test Scores

VII. Teaching Students with Special Needs
  Infuse topics 1-8, 18, 20, + 22. → A. Students with Disabilities
  B. Disadvantaged Students
  C. Limited English Proficient
  D. Other

Methods of Teaching Vocational Education: Multiple Infusions

I. Developing a Lesson Plan

Infuse #'s 1,3 →

- A. Student Needs
- B. Components of Lesson Plan
- C. Developing Learning Objectives

II. Selecting Appropriate Teaching Techniques/Learning Activities

Infuse topics 4, 18, 22

- A. Lecture
- B. Demonstration
- C. Questioning
- D. Laboratory
- E. Discussion
- F. Structured Observation
- G. Case Study
- H. Brainstorming
- I. Panel
- J. Debate
- K. Field Trip
- L. Role Playing
- M. Individualized Instruction

III. Using Instructional Materials

Infuse #'s 6-8, 20

- A. Textbooks
- B. Instruction Sheets
  - 1. Information Sheets
  - 2. Assignment Sheets
  - 3. Operation Sheets
  - 4. Job Sheets
- C. Others

IV. Using Instructional media

Infuse # 20 (media part)

- A. Overhead Projector
- B. Films, Filmstrips, Slides
- C. Audiocassettes
- D. CAI
- E. VCR
- F. Interactive Video
- G. Others

V. Safety Instruction

Infuse #18 (safety part)

- A. Legal Concerns
- B. Safety Strategies

VI. Testing Student Achievement

Infuse 18 (testing part)

- A. Written Tests
- B. Performance Tests
- C. Interpreting Test Scores

Methods of Teaching Vocational Education: Combination

- I. Developing a Lesson Plan
  - A. Student Needs
  - B. Components of a Lesson Plan
  - C. Developing Learning Objectives

- II. Selecting Appropriate Teaching Techniques/Learning Activities

Infuse topics 18, 22

  - A. Lecture
  - B. Demonstration
  - C. Questioning
  - D. Laboratory
  - E. Discussion
  - F. Structured Observation
  - G. Case Study
  - H. Brainstorming
  - I. Panel
  - J. Debate
  - K. Field Trip
  - L. Role Playing
  - M. Individualized Instruction

- III. Using Instructional Materials

Infuse #'s 7-8, 19-21

  - A. Textbooks
  - B. Instruction Sheets
    - 1. Information Sheets
    - 2. Assignment Sheets
    - 3. Operation Sheets
    - 4. Job Sheets
  - C. Others

- IV. Using Instructional Media
  - A. Overhead Projector
  - B. Films, Filmstrips, Slides
  - C. Audiocassettes
  - D. CAI
  - E. VCR
  - F. Interactive Video
  - G. Others

- V. Safety Instruction
  - A. Legal Concerns
  - B. Safety Strategies

- VI. Testing Student Achievement
  - A. Written Tests
  - B. Performance Tests
  - C. Interpreting Test Scores

- VII. Teaching Students with Special Needs

Infuse #'s 1-3, 4-6, +10 →

  - A. Students with Disabilities
  - B. Disadvantaged Students
  - C. Limited English Proficient
  - D. Other

Infusing Course Construction/Curriculum Planning Courses

The following topics are recommended for course construction or curriculum planning courses.

1. Describe the basic problems and needs related to the vocational preparation of students with disabilities.

2. Explain the historical and legislative issues that relate to vocational preparation of students with disabilities.

3. Explain characteristics of the major disability categories (by federal definition).

4. Explain how to distinguish different methods of instruction suitable for the vocational preparation of students with disabilities.

5. Describe model programs for vocational students with disabilities throughout the United States.

6. Identify national resources that provide free or low-cost information or literature related to vocational preparation of students with disabilities.

7. Identify sources that publish or distribute materials for vocational preparation of students with disabilities.

20. Modify vocational materials for students with disabilities.

Vocational Education Course Construction/Curriculum Planning: Single Infusion

- I. Introduction
  - A. Terminology (curriculum, program, course, unit, lesson plan, module)
  - B. Factors Affecting Course Planning
  - C. Student Populations

- II. Approaches to Occupational Analysis
  - A. Job Title and Description
  - B. Tast Listing
  - C. Task Detailing (analysis)
  - D. Advisory Committee

- III. Developing a Course Outline
  - A. Developing Goals and Objectives
  - B. Sequencing Units
  - C. Lesson Plans

- IV. Identifying Instructional Resources/Facilities
  - A. Facilities and Equipment
  - B. Textbooks
  - C. Instruction Sheets
  - D. Modules
  - E. Media
  - F. Other

- V. Evaluation

- VI. Course Planning for Special Populations
  - A. Students with Disabilities
  - B. LEP Students
  - C. Disadvantaged Students
  - D. Others

Infuse #'s 1-7, 20

Vocational Education Course Construction/Curriculum Planning: Multiple Infusions

Infuse #'s 1, 2, 3

I. Introduction
   - A. Terminology (curriculum, program, course, unit, lesson plan, module)
   - B. Factors Affecting Course Planning
   - C. Student Populations

Infuse # 5

II. Approaches to Occupational Analysis
   - A. Job Title and Description
   - B. Task Listing
   - C. Task Detailing (analysis)
   - D. Advisory Committee

Infuse # 4

III. Developing a Course Outline
   - A. Developing Goals and objectives
   - B. Sequencing Units
   - C. Lesson Plans

Infuse #'s 6-7, 20

IV. Identifying Instructional Resources/Facilities
   - A. Facilities and Equipment
   - B. Textbooks
   - C. Instruction Sheets
   - D. Modules
   - E. Media
   - F. Other

Infuse # 22 Evaluation part

V. Evaluation

Vocational Education Course Construction/Curriculum Planning: Combination

Infuse #1

I. Introduction
  A. Terminology (curriculum, program, course, unit, lesson plan, module)
  B. Factors Affecting Course Planning
  C. Student Populations

II. Approaches to Occupational Analysis
  A. Job Title and Description
  B. Task Listing
  C. Task Detailing (analysis)
  D. Advisory Committee

III. Developing a Course Outline
  A. Developing Goals and Objectives
  B. Sequencing Units
  C. Lesson Plans

Infuse #20

IV. Identifying Instructional Resources/Facilities
  A. Facilities and Equipment
  B. Textbooks
  C. Instruction Sheets
  D. Modules
  E. Media
  F. Other

Infuse #22 Evaluation part

V. Evaluation

Infuse #'s 1-5 6-7

VI. Course Planning for Special Populations
  A. Studnets with Disabilities
  B. LEP Students
  C. Disadvantaged Students
  D. Others

Infusing Special Needs Courses

All topics are considered relevant for special needs courses.

Vocational Special Needs Education: Single Infusion

I. Introduction to Special Needs Learners
  A. Definitions
  B. Characteristics
  C. Attitudes

II. Historical and Legislative History of Special Needs Learners

III. Assessment of Special Needs Learners
  A. Vocational interest and Aptitude
  B. Basic Skills
  C. Other

IV. Curricular Modifications for Special Needs Students
  A. Mainstreaming vs. Separate Programs
  B. IEPs
  C. Special Services

V. Instructional Techniques

VI. Testing
  A. Written
  B. Performance

VII. Interagency Collaboration

VIII. Job Placement

IX. Students with Disabilities

Infuse all topics here →

Vocational Special Needs Education: Multiple Infusions

I. Introduction to Special Needs Learners

Infuse #'s 1,3,4 → A. Definitions

B. Characteristics

C. Attitudes

Infuse #2 → II. Historical and Legislative History of Special Needs Learners

III. Assessment of Special Needs Learners

Infuse #'s 11-16 → A. Vocational Interest and Aptitude

B. Basic Skills

C. Other

IV. Curricular Modifications for Special Needs Students

Infuse #5 → A. Mainstreaming vs. Separate Programs

B. IEPs

C. Special Services

Infuse #'s 18-22 → V. Instructional Techniques

VI. Testing

Infuse #17 → A. Written

B. Performance

Infuse #'s 23-25 → VII. Interagency Collaboration

Infuse #'s 26-29 → VIII. Job Placement

Vocational Special Needs Education: Combination

Infuse # 3 →

I. Introduction to Special Needs Learners
   A. Definitions
   B. Characteristics
   C. Attitudes

Infuse #2 →

II. Historical and Legislative History of Special Needs Learners

III. Assessment of Special Needs Learners

Infuse #'s 11-16 →

   A. Vocational Interest and Aptitude
   B. Basic Skills
   C. Other

IV. Curricular Modifications for Special Needs Students
   A. Mainstreaming vs. Separate programs

Infuse # 5 →

   B. IEPs
   C. Special Services

Infuse #'s 18-22 →

V. Instructional Techniques

VI. Testing
   A. Written

Infuse #17 →

   B. Performance

Infuse #'s 23-25 →

VII. Interagency Collaboration

Infuse #'s 26-29 →

VIII. Job Placement

IX. Students with Disabilities

Infuse #'s 1, 2, 6-8 →

About This Manual

As more students with disabilities enroll in vocational programs, it is imperative that vocational teachers gain the knowledge, skills, and attitudes to instruct these students effectively. This manual reviews the basic problems and needs related to the vocational preparation of students with disabilities, methods and strategies for teaching them, and the school-to-work transition planning process. The objectives to be addressed are as follows:

Objectives:

1. Describe the basic problems and needs related to the vocational preparation of students with disabilities.
2. Explain the historical and legislative issues that relate to vocational preparation of students with disabilities.
3. Explain characteristics of the major disability categories (by federal definition.)
4. Describe model programs for vocational students with disabilities throughout the United States.
5. Identify national resources that provide free or low cost information or literature related to vocational preparation of students with disabilities.
6. Identify sources that publish or distribute materials for vocational preparation of students with disabilities.
7. Identify appropriate objectives for the bovcational preparation of students with disabilities.
8. Develop/adapt appropriate assessment procedrues for the vocational preparation of students with disabilities.
9. Develop/modify instructional materials for the vocational preparation of students with disabilities.

10. Develop/modify instructional strategies appropraite for the vocational preparation of students with disabilities.

11. Monitor/evaluate the vocational preparation of students with disabilities.

12. Identify appropriate accommodations for the vocational preparation of students from specific disability categories.

13. Explain the transition planning process for the vocational preparation of students with disabilities.

LIST OF HANDOUTS:

Handout 1:	Check Your Facts: Quiz
Handout 2:	A Waiting Work Force: Ready, Willing, and DisABLEd: Video Assignment Sheet
Handout 3:	Federal Legislation
Handout 4:	Federal Definitions of Handicapping Conditions
Handout 5:	Characteristics of Students with Disabilities
Handout 6:	An Experience with a Learning Disability: And How Is Your Visual Perception Today?
Handout 7:	And How Is Your Visual Perception Today: Translation
Handout 8:	Skills for Communicating Openly with Students about Their Disabilities
Handout 9:	Developing a Positive Learning Environment
Handout 10:	Characteristics of Model Programs Serving Vocational Students with Disabilities
Handout 11:	Model Programs
Handout 12:	National Associations and Other Resource Centers
Handout 13:	Finding Appropriate Curricula
Handout 14:	Ten Tips for Finding Curricula and Materials
Handout 15:	Identifying Worthwhile Objectives
Handout 16:	Testing
Handout 17:	Adapting Instructional Materials
Handout 18:	Altering/Enhancing Instructional Materials
Handout 19:	Provide Instruction
Handout 20:	Evaluation
Handout 21:	Reteach If Necessary
Handout 22:	Individuals with Disabilities: General Characteristics and Accommodations
Handout 23:	The School-to-Work Transition: Guided Notes
Handout 24:	Discovering an Untapped Work Force: Videocassette Discussion Questions

List of Transparencies

Transparency 1: Special Education Legislation
Transparency 2: The Education for All Handicapped Children Act of 1975, P.L. 94-142
Transparency 3: IEP (Individual Education Program) Components
Transparency 4: The Education of the Handicapped Act of 1983, P.L. 98-199
Transparency 5: The Education of the Handicapped Act of 1986, P.L. 99-457
Transparency 6: Individuals with Disabilities Education Act of 1990, P.L. 101-476
Transparency 7: Vocational Education Legislation
Transparency 8: The Education Amendments of 1976, P.L. 94-486
Transparency 9: The Carl D. Perkins Vocational Education Act of 1984
Transparency 10: Carl D. Perkins Vocational and Applied Technology Education Act of 1990
Transparency 11: Other Legislation
Transparency 12: The Vocational Rehabilitation Act of 1983, P.L. 93-112, and 1973 Amendments
Transparency 13: The Job Training Partnership Act of 1982, P.L. 97-300
Transparency 14: Americans with Disabilities Act of 1990, P.L. 101-336
Transparency 15: Mental Retardation
Transparency 16: Levels of Retardation
Transparency 17: Specific Learning Disabilities
Transparency 18: Seriously Emotionally Disturbed
Transparency 19: Hearing Impairments
Transparency 20: Visual Impairments
Transparency 21: Learners Who Are Orthopedically Impaired
Transparency 22: Other Health Impairments
Transparency 23: Testing
Transparency 24: Direct Instruction
Transparency 25: Guided Notes
Transparency 26: Individuals with Disabilities: General Characteristics and Accommodations
Transparency 27: Individuals with Disabilities: General Characteristics and Accommodations (Continued)
Transparency 28: Overview of Overhead Transparencies
Transparency 29: Transition Services--As Defined by IDEA of 1990
Transparency 30: What Is Transition?
Transparency 31: School-to-Work Transition
Transparency 32: Why Is Transition a Priority? Cost of Special Education
Transparency 33: Why Is Transition a Priority? Unemployment Rates of Persons with Disabilities
Transparency 34: Why Is Transition a Priority? Annual Cost of Dependency
Transparency 35: Who Is Responsible for Transition?

Transparency 36: Role of School Personnel
Transparency 37: Role of Vocational Personnel in the School-to-Work Transition
Transparency 38: Role of Agency Personnel in Transition from School to Work
Transparency 39: Role of Employers in Transition from School to Work
Transparency 40: Transition from School to Work: Important Needs

For More Information:

Berkell, D.E. & Brown, J.M. (1989). Transition from school to work for persons with disabilities. White Plains, NY: Longman, Inc.

Brolin, D.E. (1982). Vocational preparation of persons with handicaps (2nd ed.). Columbus: Charles E. Merrill Publishing Company.

Colby, C.R. (1987). Vocational special needs teacher training curriculum. Austin, Texas: Texas A&M University, Instructional Materials Center.

Dillner, M.H., & Olson, J.P. (1977). *Personalizing reading instruction in middle, junior, and senior high schools: Utilizing a competency-based instructional system*. New York: Macmillan.

Handbook on mainstreaming handicapped student in vocational education. (1987). Ohio Council on Vocational Education.

Heward, W.L. & Orlansky, M.D. (1985). Exceptional children (2nd ed.). Columbus: Charles E. Merrill Publishing Company.

Higgins, N., & Sullivan, H.G. (1978). *Writing worthwhile objectives*. Tempe, Arizona: Teaching for Competence.

Izzo, V. & Shumate, K. (1990). Network for effective transitions from school to work: A transition coordinator's handbook. Columbus, OH. The Center on Education and Training for Employment, The Ohio State University.

Osterag, B.A., & Rambeau, J. (1982). Reading success through rewriting for secondary LD students. *Academic Therapy, 18*, 27-32.

Rusch, F.R. (1986). Competitive employment: Issues and strategies. Baltimore, MD: Paul Brookes Publishing Co., Inc.

Sarkees and Scott, J.L. (1985). Vocational special needs (2nd ed.). American Technical Publishers, Inc.

Schloss, P.J.; Smith & Schloss, C.N. (1990). Instructional methods for adolescents with learning and behavior problems. Needham Heights, MA: Allyn and Bacon.

Stern-Otazo, K.L. (1980). Curriculum modification and instructional practices. In G.D. Meers (Ed.) *Handbook of special vocational needs education*. Rockville, MD: Aspen, pp. 139-168.

Tindall, L. & Associates. (1980). *Puzzled about handicapped students? A handbook on modifying curricula for handicapped students*. Vocational Studies Center, University of Wisconsin-Madison: Publications Unit.

References

Bowe, Frank. (1980). *Rehabilitating America: Toward independence for disabled and elderly people*. New York City: Harper & Row.

Brolin, D.E., and Elliott, T.R. (Spring 1984). "Meeting the lifelong career development needs of students with handicaps: A community college model." *Career Development for Exceptional Individuals* 7(1), 13-21.

Cobb, R. Brian, and Phelps, L. Allen. (September 1983). "Analyzing individualized education programs for vocational components: An exploratory study." *Exceptional dren* 50(1), 62-4.

Conaway, Charlotte. (March 1987). "Serving the handicapped: A progress report." *Vocational Education Journal* 62(2), 25-6.

Edgar, E. (1987). Secondary programs in special education: Are many of them justifiable. *Exceptional Children*, 53, 555-561.

Harnisch, Delwyn L., Chaplin, Carolyn C., Fisher, Adrian T., and Tu, Jho-Ju, with assistance from Decker, Karn S., and Danielson, Sigrid K. (1986). *Educational, employment, and independent living outcomes: A transition literature review*. Champaign, IL: Secondary Transition Intervention Effectiveness Institute.

Pratzner, Frank C. (1987). *Vocational teacher education: A survey of preservice and inservice preparation*. Columbus: National Center for Research in Vocational Education, The Ohio State University.

Okolo, Cynthia M., and Sitlington, Patricia. (Spring 1986). "The role of special education in LD adolescents' transition from school to work." *Learning Disability Quarterly* 9(2), 141-55.

Parks, Marie A., McKinney, Floyd L, and Mahlman, Robert A. (1987). *Characteristics of effective secondary vocational education programs for special populations*. Columbus: National Center for Research in Vocational Education, The Ohio State University.

Spencer-Dobson, Candice A., and Schultz, Jerelyn B. (Fall 1987). "Utilization of multidisciplinary teams in educating special needs students." *Journal of Industrial Teacher Education* 25(1), 68-78.

U.S. Department of Education. (1990). *To assure the free appropriate public education of all handicapped children: Twelfth annual report to Congress on the implementation of the Education of the Handicapped Act*. Washington, DC: Division of Innovation and Development, Office of Special Education and Rehabilitative Services, USED.

Wagner, M. (1991). *The benefits associated with secondary vocational education for young people with disabilities*. Menlo Park, CA: SRI International, 66 pp. (Order No. 132)

Weber, James M. (1988). "Dropout rates for students in different high school curricula--another look.: *Journal of Vocational Education Research* 13(1), 35-39.

Weber, James M., Puleo, Nancy F., Kurth, Paula, Fisch, Marta, and Schaffner, David. (1988). *The dynamics of secondary vocational classrooms*. Columbus: National Center for Research in Vocational Education, The Ohio State University. (ERIC Document Reproduction Serv ice No. ED 297 090)

Will, Madeleine C. (1984). "An advocate for the handicapped." *American Education* 20(1), 4-6.

Objective One

Describe the Basic Problems and Needs Related to the Vocational Preparation of Students With Disabilities.

Time: Approximately 45-60 minutes

1. Review the purpose and objectives of this module.

2. Define the origin of the word *handicap*.

   a. The term *handicap* was coined because long ago many persons with disabilities begged on the street with their cap in hand. Demonstrate by passing a cap.

   b. Through legislative mandates and current training programs, our society is attempting to reverse this dependency-oriented view by providing persons with disabilities the knowledge, skills, and attitudes to gain employment.

   c. Vocational education is the potential remedy for a life of dependency and begging. Our training programs can capacitate persons with disabilities to lead more dignified productive lives.

3. Discuss the preferred terminology--*people with disabilities*.

   a. Currently, many advocates prefer the term *person with a disability*. A disability is a medically or psychologically diagnosable condition or state, whereas a *handicap* refers to how that condition interferes with the person's ability to function.

   b. Give some examples:

      1. A person who uses a wheelchair has a disability. When this person cannot gain access to your program because of stairs or small door openings, then he/she is handicapped.

      2. Our attitudes can be the biggest handicap persons with disabilities face!

c. Describe *people-first language*.

1. It is important to remember that students with disabilities are more similar to their nondisabled peers than they are different.

2. It is generally preferred to address persons with disabilities by using people-first language such as--

   --students with learning disabilities
   --workers with disabilities
   --persons with visual impairments
   --persons who use wheelchairs

4. Distribute Handout 1, Check Your Facts Quiz and give students about 10 minutes to complete it. Review answers afterwards. An instructor's copy of the quiz with correct answers appears on pp. 35-37.

5. Distribute Handout 2, A Waiting Work Force: Ready Willing and DisABLEd: Video Assignment Sheet. Introduce the video by saying: "This video provides an overview of the basic problems and needs of persons with disabilities. Through interviews with state leaders, persons with disabilities, and parents, the roles and responsibilities of each person involved in the school-to-work transition is also reviewed."

   Have students use Handout 2 to record the important points made in the video. Review the answers afterwards. An instructor's copy of the assignment sheet with correct answers appears on pp. 38-40.

Check Your Facts:

Quiz

A. Circle the most accurate answer for each item.

1. The number of students with disabilities served in our nation's schools is:

   a. 1 million
   b. 2.5 million
   c. 3 million
   d. 4.5 million

Answer: d. 4.5 million--The 1989 Report to Congress reported 4,421,601 children between 0 and 21 were served during the 1987-88 school year, and the number is increasing.

2. Approximately 40 percent of graduates with disabilities (average I.Q. was 92) were reported to perform functional tasks such as counting change, looking up a number and using a telphone, and telling time very well.

   a. 80 percent
   b. 40 percent
   c. 25 percent
   d. 60 percent

Explanation: In a follow-up study with 8,000 parents conducted by Stanford Research Institute in 1987, only 40 percent of parents reported that their son/daughter could perform the following functional tasks very well.

1. Counting change
2. Telling time using a clock with hands
3. Looking up a number and using the telephone
4. Reading common signs

3. The major barrier to serving effectively persons with disabilities in education and training programs is:

   a. IEP planning process
   b. Child labor laws
   c. Attitudes
   d. Parents

Explanation: c. Attitudes--almost any poor attitude can be eliminated with proper orientation and training.

BEST COPY AVAILABLE

Incorrect Answers:

a. IEP planning process--this is mandated by P.L. 94-142. The IEP can be a very effective tool to use to plan appropriate programs and support services.

b. Child labor laws protect youth from abuse in working situations. For example 14 and 15 year old youth can only work 3 hours a day between the hours of 7:00 a.m. and 7:00 p.m. on a school day. The law permits eight hours' work on weekend days and 40-hour work weeks are allowed during the summer and other school vacations, when work hours also may extend to 9:00 p.m.

d. Parents can sometimes become barriers by being overprotective and/or encouraging the dependency cycle.

4. The major force in getting federal legislation passed to provide mandates, guidelines, and funds for serving persons with disabilities is:

a. Teachers
b. Parents
c. Administrators
d. All of the above

Explanation: b. Parents--In 1971 the Pennsylvania Association for Retarded Citizens (PA-ARC) won a lawsuit against the State Department of Education which resulted in all persons with disabilities gaining access to a free appropriate public education (FAPE). A federal law mandating FAPE and the IEP process was passed in 1974.

5. Approximately _____ percent of persons with disabilities are unemployed.

a. 10-20 percent
b. 20-35 percent
c. 35-40 percent
d. 50-80 percent

Answer: d. 50-80 percent

6. The type of service anticipated to be needed most by students exiting school is:

a. Transportation
b. Counseling and guidance
c. Vocational services
d. Independent living services

Explanation: c. Vocational services such as vocational training, post-employment services, transitional employment services, vocational placement, and evaluation of vocational rehabilitation services are anticipated to be needed by 56% of youth with disabilities. Other types of services anticipated to be needed by students exiting school include--

Incorrect answers:

a. Transportation - 4.3 %
b. Guidance and counseling - 14.1%
d. Independent living - 5.1%

B. True or False?

_T_ 1. 85 percent of workers with disabilities earn less than $7,000 per year.

Explanation: 52% of the 85% earn less than $2,000.

_T_ 2. The majority of students with disabilities are best served in mainstreamed settings (i.e., the regular classroom) rather than separate special education classes.

_F_ 3. Sheltered workshops are the most appropriate employment site for persons with mental retardation.

_F_ 4. An oral response to a test question does not tap as high a level of understanding as a written response.

_F_ 5. Students with disabilities do not drop out of school at high rates.

Explanation:

- LD drop out at 30-35%
- ED drop out at 50%
- Students who are low incidence and/or severely disabled stay in school

_F_ 6. Knowing how to do the job and having actual job specific skills is more important than having appropriate social skills.

_T_ 7. Young adults with basic academic skills deficiencies, when compared to their peers, are five times more likely to be receiving public assistance.

_T_ 8. Students with disabilities who receive vocational training and experiences in high school have better success in the labor market than their peers who do not receive training.

A Waiting Work Force: Ready, Willing and DisABLED

Video Assignment Sheet

Directions: As you watch the video "A Waiting Work Force: Ready, Willing, and DisABLED," complete the blanks below.

1. America's future lies within the strength of its work force.
2. Each day 12 percent of America's potential work force does not have the opportunity to work.
3. Our current national population includes 30 million persons with disabilities.
4. Two-thirds of persons with disabilities have hidden disabilities that are not easily recognized.
5. The Lou Harris poll indicated that 67 percent of persons with disabilities want to work. They didn't want to be on government support.
6. Part of our job is to convince employers of all the things that persons with disabilities can do.
7. One of the biggest barriers to employment for persons with disabilities is stigma/attitudes.

8. Persons with disabilities may need to depend on special equipment and/or accommodations .

9. List the two unique dimensions of what vocational education brings to the school-to-work transition process:

   Focus--vocational educators must focus on what students can do. Front line accountability--vocational educators are held accountable for job placement.

10. List the five roles of vocational education programs:

    Prepare students for work
    Reinforce the basic skills
    Place students in jobs
    Participate in the IEP
    Cooperate with others

11. List three responsibilities of special education:

    Deliver a free, appropriate public education through the IEP
    Cooperate with vocational education
    Improve the delivery of employability skills

12. At least 2 years before job placement, other agencies should become involved in the transition planning.

13. Today 30 percent of the population is between the ages of 16 and 24. By the year 2000 16 percent of the population will be in this age bracket.

14. List four characteristics of successful transitions from school to work.

    Strong parental support
    Inspiring teachers
    Entry level work experience
    Desire to work and grow

    Explanation: Other characteristics:
    - cooperating employer
    - Comprehensive system of interagency cooperation

15. A successful transition requires:

    Commitment
    Communication
    Cooperation

16. Most people with disabilities do a good job!

Check Your Facts:

Quiz

A. Circle the most accurate answer for each item.

1. The number of students with disabilities served in our nation's schools is:

   a. 1 million
   b. 2.5 million
   c. 3 million
   d. 4.5 million

2. Approximately ____ percent of graduates with disabilities (average I.Q. was 92) were reported to perform functional tasks such as counting change, looking up a number and using a telephone, and telling time very well.

   a. 80 percent
   b. 40 percent
   c. 25 percent
   d. 60 percent

3. The major barrier to serving effectively persons with disabilities in education and training programs is:

   a. IEP planning process
   b. Child labor laws
   c. Attitudes
   d. Parents

4. The major force in getting federal legislation passed to provide mandates, guidelines, and funds for serving persons with disabilities is:

   a. Teachers
   b. Parents
   c. Administrators
   d. All of the above

5. Approximately ______ percent of persons with disabilities are unemployed.

   a. 10-20 percent
   b. 20-35 percent
   c. 35-40 percent
   d. 50-80 percent

6. The type of service anticipated to be needed most by students exiting school is:

   a. Transportation
   b. Counseling and guidance services
   c. Vocational services
   d. Independent living

BEST COPY AVAILABLE

B. True or False?

___ 1. 85 percent of workers with disabilities earn less than $7,000 per year.

___ 2. The majority of students with disabilities are best served in mainstreamed settings (i.e., the regular classroom) rather than separate special education classes.

___ 3. Sheltered workshops are the most appropriate employment site for persons with mental retardation.

___ 4. An oral response to a test question does not tap as high a level of understanding as a written response.

___ 5. Students with disabilities do not drop out of school at high rates.

___ 6. Knowing how to do the job and having actual job specific skills is more important than having appropriate social skills.

___ 7. Young adults with basic academic skills deficiencies, when compared to their peers, are five times more likely to be receiving public assistance.

___ 8. Students with disabilities who receive vocational training and experiences in high school have better success in the labor market than their peers who do not receive training.

A Waiting Work Force: Ready, Willing, and DIsABLEd

Video Assignment Sheet

Fill in the blanks:

1. America's future lies within the strength of its ____________.
2. Each day ___ percent of America's potential work force does not have the opportunity to work.
3. Our current national population includes ____________ persons with disabilities.
4. Two-thirds of persons with disabilities have _______ disabilities that are not easily recognized.
5. The Lou Harris poll indicated that ___ percent of persons with disabilities want to work. They didn't want to be on government support.
6. Part of our job is to convince ____________ of all the things that persons with disabilities can do.
7. One of the biggest barriers to employment for persons with disabilities is ________ ____________.
8. Persons with disabilities may need to depend on special equipment and/or ______________________________.
9. List the two unique dimensions of what vocational education brings to the school-to-work transition process:

   1. ______________________________

   2. ______________________________

10. List the five roles of vocational education programs:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

11. List three responsibilities of special education.

1. ____________________
2. ____________________
3. ____________________

12. At least ______ years before job placement, other agencies should become involved in the transition planning.

13. Today 30 percent of the population is between the ages of 16 and 24. By the year 2000 __________ percent of the population will be in this age bracket.

14. List four characteristics of successful transitions from school to work.

1. ____________________
2. ____________________
3. ____________________
4. ____________________

15. A successful transition requires:

1. ____________
2. ____________
3. ____________

16. Most people with disabilities do a ______ job!

Objective Two	**Explain the Historical and Legislative Issues that Relate to Vocational Preparation of Students with Disabilities**

Time: Approximately 20 minutes

1. Encourage students to complete Handout 3, Federal Legislation to record the main points of nine pieces of federal legislation.

2. Use Transparencies 1-14 to introduce and review each of the federal laws. Emphasize points that must be completed on Handout 3, as noted on Transparencies 1-14. An instructor's copy of the handout with correct answers appears on pp. 45-48.

Federal Legislation

I. Special education legislation

A. The Education for All Handicapped Children Act of 1975, P.L. 94-142

1. FAPE--Free Appropriate Public Education.
2. MFE--Multi- factored Evaluation. Conducted every 3 years.
3. IEP--Individual education program.
4. Due Process--Parents have a right to a procedural hearing if they disagree.
5. LRE--Least Restrictive Environment.
6. Components of the IEP are--

   --Present levels of performance.
   --Annual goals, short-term objectives.
   --Specific special education and related services.
   --Extent of participation in regular education.
   --Projected date for initiation and anticipated duration.
   --Evaluation procedures and schedules for review.
   --Parent review and sign-off procedures.

B. The Education of the Handicapped Act, Amendments of 1983, P.L. 98-199

1. Goals of IEP should enable student to adjust to community and obtain employment.
2. Secondary special education targeted for improvements.
3. Follow-up studies of school leavers mandated.
4. Collaboration among special education and vocational education mandated.

BEST COPY AVAILABLE

C. The Education of the Handicapped Act, Amendments of 1986, P.L. 99-457

1. Early childhood initiative.
2. Strengthen special education and related services that promote transition .
3. Improve and develop secondary special education.
4. Enhance the vocational and life skills of students with disabilities.

D. Individuals with Disabilities Act of 1990, P.L. 101-476

1. Adds two new categories of disability--
    - Autism
    - Traumatic Brain Injury
2. Solicits public comment on Attention Deficit Disorder .
3. Defines Transition Services .
4. Requires that the IEP include a statement of the needed transition services .
    - -- beginning no later than age 16
    - -- beginning at age 14 if necessary
    - -- including a statement of interagency responsibilities
    - -- IEP team must reconvene if participating agencies fail to provide agreed upon transition services.

II. Vocational Education Legislation

A. The Education Amendments of 1976, P.L. 94-486

1. 10 percent of state's federal grant for vocational education was to provide services for students with disabilities .
2. Cooperative relationships encouraged.

B. The Carl D. Perkins Vocational Education Act of 1984, Amendments, P.L. 98-524

1. Notification about vocational education by 9th grade.
2. Assessment of interests , abilities , and special needs .
3. Equal access .

4. Special services such as curriculum adaptation.
5. Guidance, counseling and career development.
6. Counseling for transition.
7. Least restrictive environment.
8. Vocational education and special education must coordinate their services.

C. Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

Criteria for Services and Activities for Individuals Who Are Members of Special Populations--Required Assurances:

- Equal access to recruitment, enrollment, and placement activities
- Equal access to the full range of vocational education programs available
- Provision of vocational education in the least restrictive environment
- Vocational planning for individuals with handicaps coordinated by representatives of vocational education, special education, and State vocational rehabilitation agencies
- Vocational education monitored for students with handicaps to ensure consistency with their IEP
- Notification to members of special populations and their parents at least one year prior to eligibility including information about specific courses, services, employment opportunities, and job placement
- Assistance with transitional service requirements for individuals with handicaps
- Provision of supplementary services including such things as curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids, and devices;
- Provision of guidance, counseling, and career development activities by professionally trained counselors and teachers
- Provision of counseling and instructional services designed to facilitate the transition from school to postschool employment and career opportunities

III. OTHER SIGNIFICANT LEGISLATION

A. The Vocational Rehabilitation Act of 1973, P.L. 93-112, 1973 Amendments, P.L. 93-568

1. Employment preparation and transition for youth.

2. Youth as well as adults as eligible recipients.

B. The Job Training Partnership Act of 1982, P.L. 97-300

1. Provides funding and programs to assist economically disadvantaged youth and adults.

2. Promotes involvement of local business and industry through the Private Industry Council (PIC).

3. Specific services include--
--Job search assistance
--On-the-job training
--Supportive services

C. The Job Training Partnership Act of 1986, P.L. 99-496

1. Appropriate assessment prior to training.
2. Persons with disabilities as eligible JTPA participants.

D. Americans with Disabilities Act of 1990, P.L. 101-336

1. Prohibits discrimination in--

   - employment (hiring, promotion, reasonable accommodation)

2. Mandates accessibility in public accommodations--hotels, shopping malls, grocery stores, schools, parks)

3. Mandates availability of telecommunications at all hours, regular rates

4. Mandates accessibility of transportation (public transport)

   - 1990--new buses accessible
   - 1995--one car per train accessible

Federal Legislation

I. Special Education Legislation

A. The Education for All Handicapped Children Act of 1975, P.L. 94-142

1. FAPE--__________ __________ __________ __________.
2. MFE--________ ________ ________. Conducted every ________ years.
3. IEP--______________ ______________ ______________.
4. DUE PROCESS protects ____________________________ rights.
5. LRE--______________ ______________ ______________.
6. Components of the IEP are--
   - -- Present levels of ____________________________.
   - -- Annual ________________, short-term ________________.
   - -- Specific special education and ______________ ______________.
   - -- Extent of participation in ______________ ______________.
   - -- Projected date for ____________ and anticipated ____________.
   - -- ______________ procedures and schedules for ____________.
   - -- Parent ________________ and ______________ procedures.

B. The Education of the Handicapped Act, Amendments of 1983, P.L. 98-199

1. Goals of ______ should enable student to adjust to ______ and obtain _____.
2. ______________ special education targeted for ______________.
3. ________________ studies of school leavers ______________.
4. ________ among ________ ________ and ______ ______ mandated.

BEST COPY AVAILABLE

C. The Education of the Handicapped Act, Amendments of 1986, P.L. 99-457

1. Early ______________________________ initiative.
2. Strengthen special education and related services that promote ______________________________.
3. Improve and develop ____________ ____________ education.
4. Enhance the ____________ and life skills of students with disabilities.

D. Individuals with Disabilities Act of 1990, P.L. 101-476

1. Adds two new categories of disabilities
   - ______________________________
   - ______________________________
2. Solicits public comment on __________ __________ __________.
3. Defines ____________ ____________
4. Requires that the IEP include a statement of the needed transition services
   - ______________________________
   - ______________________________
   - ______________________________
   - ______________________________
   - ______________________________

II. VOCATIONAL EDUCATION LEGISLATION

A. The Education Amendments of 1976, P.L. 94-486

1. ______ percent of state's federal grant for vocational education was to provide services for students with ____________.
2. ______________ relationships encouraged.

B. The Carl D. Perkins Vocational Education Act of 1984, Amendments, P.L. 98-524

1. Notification about vocational education by ____________ grade.
2. Assessment of ____________, ____________, and special ____________.
3. Equal ________________________________.
4. ____________ services such as ____________ ____________.
5. Guidance, ____________ and ____________ development.
6. Counseling for ________________________________.
7. Least ____________________ environment.
8. Vocational education and special education must ____________ their services.

C. Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

Criteria for Services and Activities for Individuals Who Are Members of Special Populations--Required Assurances:

- Equal access to ____________, ____________, and ____________
- Equal access to the full range of vocational education programs available
- Provision of vocational education in the ____________ ____________ ____
- Vocational planning for individuals with handicaps coordinated by representatives of ____________, ____________, and ____________________
- Vocational education monitored for students with handicaps to insure consistency with their IEP;
- Notification to members of special populations and their parents at ____________ ____ ____
- Assistance with ________________________________ ____
- Provision of supplementary services including such things as ____________ ____ ____

- Provision of guidance, counseling, and career development activities by professionally trained counselors and teachers
- Provision of counseling and instructional services designed to ______________ ______________________________ ______________________________

III. Other Significant Legislation

A. The Vocational Rehabilitation Act of 1973, P.L. 93-112, 1973 Amendments, P.L. 93-568

1. Employment preparation and ________________ for ________________.
2. ______________________________ as well as adults as eligible recipients

B. The Job Training Partnership Act of 1982, P.L. 97-300

1. Provides funding and programs to assist ______________________________ ______________________________.
2. Promotes involvement of local business and industry through the ____________ ______________________________.
3. Specific services include--
   - ______________________________
   - ______________________________
   - ______________________________

C. The Job Training Partnership Act of 1986, P.L. 99-496

1. Appropriate ______________________________ prior to training.
2. Persons with ______________________________ as eligible JTPA participants.

D. Americans with Disabilities Act of 1990, P.L. 101-336

1. Prohibits discrimination in--

   - employment (______________, ______________, ______________________)

2. Mandates accessibility in public accommodations--______________________,

   ______________, __________________, _______________, ________________

3. Mandates availability of __________________________ at all hours, regular rates

4. Mandates accessibility of transportation (public transport)

   - 1990--____
   - 1995--____

SPECIAL EDUCATION LEGISLATION

- **The Education for All Handicapped Children Act of 1975, P.L. 94-142**
- **Amendments of 1983, P.L. 98-199**
- **Amendments of 1986, P.L. 99-457**
- **Individuals with Disabilities Act of 1990, P.L. 101-476**

Transparency 2

THE EDUCATION FOR ALL HANDICAPPED CHILDREN ACT OF 1975
P.L. 94-142

1. **FAPE--Free appropriate public education**

2. **MFE--Multifactored Evaluation, conducted every 3 years**

3. **IEP--Individual Education Program**

4. **DUE PROCESS--Parents have a right to a procedural hearing if they disagree with content of the IEP or MFE.**

5. **LRE--Least Restrictive Environment. Students must be served in LRE**

IEP (INDIVIDUAL EDUCATION PROGRAM) COMPONENTS

-- Present levels of performance

-- Annual goals, short-term objectives

-- Specific special education and related services

-- Extent of participation in regular education

-- Projected date for initiation and anticipated duration

-- Evaluation procedures and schedules for review

-- Parent review and sign-off procedures

THE EDUCATION OF THE HANDICAPPED ACT OF 1983
P.L. 98-199

1. Goals of IEP should enable student to adjust to community and obtain employment

2. Secondary special education programs targeted for improvements

3. Follow-up studies of school leavers mandated

4. Collaboration among special educators and vocational educators mandated

THE EDUCATION OF THE HANDICAPPED ACT OF 1986
P.L. 99-457

1. **Early childhood initiative--serve children with disabilities from 3-5**

2. **Strengthen special education and related services that promote transition of secondary learners**

3. **Improve and develop secondary special education**

4. **Enhance the vocational and life skills of students with disabilities**

INDIVIDUALS WITH DISABILITIES EDUCATION ACT OF 1990 P.L. 101-476

Major changes:

- **Adds two new categories of disability:**

  1. **Autism**
  2. **Traumatic Brain Injury**

- **Solicits public comments on Attention Deficit Disorder**

- **Defines transition services**

- **Requires that IEP include a statement of the needed transition services--**

  -- **beginning no later than age 16**
  -- **beginning at age 14 or earlier, if necessary**
  -- **including a statement of interagency responsibilities or linkages before the student leaves the school setting**

- **IEP team must reconvene if participating agencies fail to provide agreed upon transitional services.**

VOCATIONAL EDUCATION LEGISLATION

- **The Education Amendments of 1976, P.L. 94-486**
- **The Carl D. Perkins Vocational Education Act of 1984**
- **The Carl D. Perkins Vocational and Applied Technology Education Act of 1990**

THE EDUCATION AMENDMENTS OF 1976
P.L. 94-486

(Vocational Education Law)

1. **10 % of a state's federal grant for vocational education was to provide services for students with disabilities.**

2. **Cooperative working relationships between U.S. Department of Labor and Vocational Education were mandated**

THE CARL D. PERKINS VOCATIONAL EDUCATION ACT OF 1984

1. Notification about the vocational education opportunity by 9th grade
2. Assessment of interests, abilities, and special needs
3. Equal access to all vocational programs
4. Special services such as curriculum adaptation, equipment/facility modifications
5. Guidance, counseling, and career development
6. Counseling for transition
7. Vocational education is delivered in least restrictive environment
8. Vocational education and special education must coordinate their services

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1990

Criteria for Services and Activities for Individuals Who Are Members of Special Populations--Required Assurances:

- Equal access to recruitment, enrollment, and placement activities
- Equal access to the full range of vocational education programs available
- Provision of vocational education in the least restrictive environment
- Vocational planning for individuals with handicaps coordinated by representatives of vocational education, special education, and state vocational rehabilitation agencies
- Vocational education monitored for students with handicaps to insure consistency with their IEP
- Notification to members of special populations and their parents at least one year prior to eligibility including information about specific courses, services, employment opportunities, and job placement
- Assistance with transitional service requirements for individuals with handicaps
- Provision of supplementary services including such things as curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices
- Provision of guidance, counseling, and career development activities by professionally trained counselors and teachers
- Provision of counseling and instructional services designed to facilitate the transition from school to postschool employment and career opportunities

OTHER LEGISLATION

- The Vocational Rehabilitation Act of 1973
- The Job Training Partnership Act of 1982
- The Job Training Partnership Act of 1986
- The Developmental Disabilities Act of 1984
- The Americans with Disabilities Act of 1990

THE VOCATIONAL REHABILITATION ACT OF 1973
P.L. 93-112
AND 1973 AMENDMENTS

1. Stimulates demonstration projects targeting employment preparation and transition for youth

2. Designates youth as well as adults as the primary recipient of vocational rehabilitation services

3. Section 503 mandated that employers receiving federal contracts of $50,000 or more must develop and implement an affirmative action plan to recruit, hire, make reasonable accommodations, train, and advance persons with disabilities.

4. Section 504's regulations state that--

   - Discrimination is forbidden
   - Employers are required to provide recruitment, job assignments, and fringe benefits
   - All new public facilities are required to be accessible

THE JOB TRAINING PARTNERSHIP ACT OF 1982
P.L. 97-300

1. **Provides funding and programs to assist in the employment of economically disadvantaged youth and adults**

2. **Promotes involvement of local business and industry through the Private Industry Council (PIC)**

3. **Specific services include--**

   - **Job search assistance**
   - **On-the-job training, remedial education, upgrading and retraining**
   - **Supportive services such as health care, child care**

THE JOB TRAINING PARTNERSHIP ACT OF 1986
P.L. 99-496

1. **Appropriate assessment prior to training**

2. **Includes persons with disabilities as eligible JTPA participants**

AMERICANS WITH DISABILITIES ACT OF 1990
P.L. 101-336
Prohibits Discrimination in--

Employment (hiring, promotion, reasonable accommodation)

- **1992--employers with 25 or more employees**
- **1994--employers with 15-24 employees**

Public accommodations (hotels, shopping malls, grocery stores, schools, parks)

- **1992--new buildings accessible**
- **1992--existing buildings (if readily achievable)**

Telecommunications (telephone companies)

1993--offer TDDs at all hours, regular rates

Transportation (public transport)

1990--new buses accessible
1995--one car per train accessible

Objective Three	**Explain Characteristics of the Major Disability Categories (By Federal Definition)**

Time: Approximately 20-30 minutes

1. Distribute Handouts 4 and 5, Federal Definitions of Handicapping Condictions and Characteristics of Students with Disabilities, respectively.

2. Use Transparencies 15-22 to explain characteristics of the major disability categories. Highlight the facts underscored on Handout 5, General Characteristics of Students with Disabilities, as noted on each transparency.

3. Instruct students to fill in the blanks on the handout.

4. Present Handout 6, An Experience with a Learning Disability, as follows:

   a. Point out that the largest category of disability is learning disabilities.
   b. This activity simulates one type of learning disability called dyslexia. Not all students with learning disabilities will experience this specific disorder.
   c. Ask for student volunteers to read the paragraph.
   d. Discuss how students felt as they stumbled through the paragraph.
   e. Discuss ways in which we may accommodate this type of learning disability:

      -- Use audiotapes containing highlights of the class textbook and class handouts.
      -- Use notetakers.
      -- Use adapted textbooks by highlighting main ideas and topics that are essential to learn.

   f. Pass out Handout 7, the "translated" version of An Experience with a Learning Disability.

5. Discuss Handout 8 Skills for Communicating Openly with Students about Their Disabilities, to review skills for communicating openly with students with disabilities.

6. Use Handout 9, Developing a Positive Learning Environment to stress the importance of a supportive learning atmosphere.

    a. Review the I-Can class motto.
    b. Review the Work for the Diamond quality incentive.
    c. Review/discuss other motivational techniques.

Federal Definitions of Handicapping Conditions

The following definitions were provided in the 1976 vocational education legislation (P.L. 94-482).

Mentally retarded: Significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.

Hard of hearing: A hearing impairment, whether permanent or fluctuating, that adversely affects a child's educational performance but is not included under the definition of "deaf" in this section.

Deaf: A hearing impairment that is so severe the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

Speech impaired: A communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.

Visually handicapped: A visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children.

Seriously emotionally disturbed: A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:

1. An inability to learn that cannot be explained by intellectual, sensory or health factors
2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers
3. Inappropriate types of behavior or feelings under normal circumstances
4. A general pervasive mood of unhappiness or depression
5. A tendency to develop physical symptoms or fears associated with personal or school problems.

Orthopedically impaired: A severe orthopedic impairment that adversely affects a child's educational performance. Includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member|), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis) and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

Other health impaired: Limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia or diabetes, which adversely affects a child's educational performance.

Specific learning disability: A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. Includes such conditions as perceptual handicaps, brain injury, minimal brain disfunction, dyslexia and developmental aphasia. Does not include children who have learning problems that are primarily the result of visual, hearing or motor handicaps, of mental retardation, or of environmental, cultural or economic disadvantage.

Source: Federal Register, August 23, 1977.

BEST COPY AVAILABLE

Characteristics of Students with Disabilities

Mental Retardation

Significantly subaverage general intellectual functioning with deficits in adaptive behavior.

- Mild-can master a 6th grade level or greater; can learn semiskilled jobs.
- Moderate-can learn functional academic skills ; social and vocational skills.
- Severe and profound-focus on functional living skills; may be able to live and work in community.

Specific Learning Disability

Disorder in one or more of the basic psychological processes...

- Uneven patterns of performance
- Discrepancy between ability and achievement
- Average to above average IQ

Seriously Emotionally Disturbed

- Inability to learn that cannot be explained by other factors
- Inability to build or maintain satisfactory relationships with others
- Inappropriate types of behaviors or feelings
- General pervasive mood of unhappiness or depression
- A tendency to develop illnesses or fears associated with personal or school problems

Hearing Impairments

1. Hard of Hearing
    - Some ability to hear and understand the spoken word
    - May have limited vocabulary
    - May be deficient in language usage and comprehension

2. Deaf
    - Cannot hear or understand the spoken word
    - Needs visual clues to understand speech
    - Speech and language defective

Visual Impairments

Partially Sighted--limited ability to see print
Blind--Become aware of environment through hearing, touch, smelling, and taste

Orthopedically Impaired

Cerebral Palsy--speech impairment and lacks coordination
Amputations--level of functional loss
Muscular Dystrophy--Tires easily and weak
Spinal Cord--Can result in paraplegia or quadriplegia

Other Health Impaired

Examples: Heart condition, tuberculosis, asthma, epilepsy, leukemia, diabetes
Characteristics: must rest often, inattentive, negative self- concept; frequent absences may be overdependent on parents, peers

Characteristics of Students with Disabilities

Mental Retardation

Significantly subaverage general ____________________ with deficits in ____________________.

- Mild-can master a ____________ or greater; can learn ____________ jobs
- Moderate-can learn ____________; social and ____________ skills
- Severe and profound focus on ____________________; may be able to ____________________ and ____________________ in community

Specific Learning Disability

Disorder in one or more of the ____________________.

- ____________ patterns of performance
- Discrepancy between ____________ and ____________
- Average to above average ____________

Seriously Emotionally Disturbed

- Inability to ____________ that cannot be explained by other factors.
- Inability to build or maintain satisfactory ____________ with others
- ____________ types of ____________ or ____________
- General pervasive mood of ____________________ or depression
- A tendency to develop ____________ or ____________ associated with personal or ____________________

Hearing Impairments

1. Hard of Hearing
   - Some ability to ____________ and _____________ the spoken word
   - May have _________________________ vocabulary
   - May be deficient in ________________ usage and ____________________
2. Deaf
   - Cannot ____________ or ________________ the spoken word
   - Needs _______________ clues to understand speech
   - Speech and _______________ defective

Visual Impairments

- Partially Sighted--_________________ ability to see print
- Blind--Become aware of environment through __________, ___________,

  ___________________, and ________________

Orthopedically Impaired

- Cerebral Palsy--speech _________________ and lacks __________________
- Amputations--level of functional ________________
- Muscular Dystrophy--Tires ______________ and ______________
- Spinal Cord--Can result in ________________ or _________________

Other Health Impaired

- Examples: Heart condition, tuberculosis, asthma, epilepsy, leukemia, diabetes
- Characteristics: must _______ often, ___________, negative ____ concept; frequent ___________ __ may be ____________________ on parents, peers

An Experience with a Learning Disability:

And How Is Your Visual Perception Today?

Please decode the following:

E ach ch ilb mitha le ar mimp bisa dili typis a niudiuib uald ut s omeg ene ral charact eris tic s bo exist:

ye orsye yas aver ape or ado vearnerape lwtel lip ence; so me oft he or re gre nalevt syw gto ws ap pear tod e --- bis or ber sof wotor ac tivity; d. so r bar sofe wotional ity; b. sor be Rs offF ber ceptiu; D i sorbarsoF coucegtion; D.s o r be r s o f a tt en tiow; d.s orbers ofwewory.

NOW letsbiscus ssowe of yonr "ercegtual grodlews."

1. li stsom eo F the things t hat wa bey onrr aab inp t ask wor ebiff ic ult.
2. l is tso we o Ft he thi ng s yon bib t haten ad led yo u tor eab tyis pager.

Wh atmere so we of yo ur re ac ti ou so rt ho ug tsw hi le att emgt in gtor ea bthis?

And How Is Your Visual Perception Today

Translation

Each child with a learning disability is an individual but some general characteristics do exist:

He or she has average or above average intelligence; some of the more prevalent symptoms appear to be--disorders of motor activity; disorders of emotionality; disorders of perception; disorders of conception; disorders of attention; disorders of memory.

Now let's discuss some of your "perceptual problems."

1. List some of the things that made your reading task more difficult.
2. List some of the things you did that enabled you to read this page.

What were some of your reactions or thoughts while attempting to read this?

(Adapted from Hausman, R.M.; Seymour, B.R.; O'Toole, W.M.; Bradley, E.; and Zachmanoglou, M. Developing Awareness of Handicapping Conditions and the Educational/Career Related Needs Associated with Such Conditions, or Handicapped Simulations Used in a Career Infusion Project. Murray, KY: Murray State College, College of Human Development and Learning, Department of Special Education, 1979.)

Skills for Communicating Openly with Students about Their Disabilities

Among your most effective tools in instructing students with disabilities is your ability to model and to encourage comfortable communication. To do this, you must behave in a comfortable manner toward the student and must be able to discuss the student's disability and needed classroom accommodations comfortably. The following are some of the specific skills you should try to develop to communicate openly with a student about his or her disability:

1. Appropriately bringing up the topic of the disability. It's best to do this outside of the class, not in front of other students, where embarrassment can easily occur.
2. Using terms descriptive of the condition without hesitation or stumbling.
3. Looking straight into the eyes of the student with the disability.
4. Looking directly at the disabled parts of the client's body, if these are apparent.
5. Questioning the student without hesitation or embarrassment concerning the full extent of the limitations and difficulties related to the disability.
6. Focusing on the student's strengths, while at the same time acknowledging limitations.
7. Helping the student compensate for lacks in functioning or communication frankly and without excessive solicitousness (e.g., guiding a blind student past an obstacle, telling a speech-impaired student you do not understand her and would like her to repeat more slowly what she said).
8. Using humor appropriately (Caution: Great care and tact are needed in sensing what kinds of humor are appropriate and what kinds may be offensive. When in doubt, leave it out!).

(Adapted from McBain, S.L. Enhancing Understanding of Individuals with Disabilities. Module CG, C-14. Wooster, OH: Bell & Howell, 1985.)

Developing a Positive Learning Environment
by
Craig R. Colby, Ed.D.
Texas A&M University

A number of years ago I was employed as a special needs woodworking instructor at a parochial school in upstate New York. I had never worked with the special needs population before and, needless to say, I had a great deal to learn. It didn't take long for me to realize that most of the students had very little confidence in themselves and very low self-esteem. Day in and day out all I ever heard was, "I can't, Mr. Colby!" or "That's too hard for me, Mr. Colby, I just can't do it!" It became very obvious that past failures and little positive reinforcement for past successes had the students convinced that they couldn't do *anything* right. Therefore, to avoid failure and ridicule the students just wouldn't try. It was then that I realized how vitally important a positive and supportive learning environment was.

In an effort to develop a positive learning environment for my students and so something about those "I-can'ts," I asked an art teacher to draw an eye on a tin can which I had cleaned up and painted. At first she was very confused by my bizarre request but when I told her my plan she cheerfully painted away. When the paint had dried, I mounted the tin can on a specially prepared board. The next day I gathered the students around me, showed them the eye-can, and made this "decree." "I do not understand what the word "can't" means. *Don't* use the word 'can't' in this class anymore. The eye which is painted on this can will help you remember that this is an 'I-Can' class!" The I-can was mounted on the wall outside the shop and was one of the first things the students saw before coming into class. In time, it became very apparent that the I-can reminder was working because rarely did I hear the use of the word "can't." And when I did, the students would typically say, "Don't say 'can't,' we don't know what that word means!"

Over the weeks and months, other things were done to promote a positive learning environment in my woodworking program. For example, the importance of giving one's best "diamond-quality" effort was continually impressed upon the students. The woodshop motto became, "Work for the diamond." When students would bring me their project for inspection and if I knew the student could do better I'd say, "Is this the diamond?" Chances are they knew it wasn't and would have me convinced that they had done their best and with a warm smile and handshake I'd say, "*This* is the diamond," and we'd go and put a finish on the student's project. When the project was dry, the students displayed their project on a beautiful display shelf which was placed in an area for all to see.

Additional ways in which the student's self-esteem was enhanced was by creating a Woodworker of the Week *Mirror*, a Woodworker of the *Week* Award, and a Woodworker of the *Year* Award. Every week one student was selected as Woodworker of the Week from each of my five classes. The students' pictures were taken and mounted in five picture frames which were built atop the project display shelf. Throughout the year, every student was selected as Woodworker of the Week at least once. A special frame was made to display each student's picture and this frame was hung in the hall outside the shop so everyone could see previous woodworkers of the week. In a further effort to motivate the students and develop positive self-concepts, I created a Woodworker of the Week prior to entering the shop. The Woodworker of the Year Award was presented by the school's executive director to the student whom I felt had tried the hardest. The award consisted of a framed mirror cut in the shape of a diamond, the student's picture, and the student's name--all housed within a beautiful walnut frame. The award was built to accommodate a total of 12 names. After the ceremony the award was hung in a place of honor.

In the final analysis, my experience has convinced me that the main ingredient in developing a positive learning environment in the classroom is the teacher's *unconditional love* for his or her students. I'm further convinced that none of my motivational gimmicks or techniques would have worked if my students didn't feel or sense the positive regard I had for each of them. By far, the greatest tool I had in motivating, disciplining, and developing a positive learning environment was showing the students, by my actions, that I truly cared.

MENTAL RETARDATION

Significantly subaverage general intellectual functioning with deficits in adaptive behavior

- **Intellectual functioning--measured by an IQ score**

- **Adaptive behavior--degree to which an individual displays age appropriate behaviors**

Adapted from: Heward, W.L. & Orlansky, M.D. (1984). *Exceptional Children* (2nd ed.). Columbus: Charles E. Merrill Publishing Co.

LEVELS OF RETARDATION

Mild Retardation

- Master academic skills up to about 6th grade
- Can learn semiskilled jobs well enough to support themselves
- Not recognized as retarded outside of school

Moderate Retardation

- Educational program focuses on functional academic skills, social skills, and vocational skills

- Can hold unskilled jobs in community

Severe and Profound

- Educational program focuses on functional living skills
- May become semi-independent adults about to work and live in community

Adapted from: Heward, W.L. & Orlansky, M.D. (1984). *Exceptional Children* (2nd ed.).

SPECIFIC LEARNING DISABILITIES

A disorder in one or more of the basic psychological processes...

...imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations...

...uneven patterns of performance

Three criteria to determine presence of LD

1. **Discrepancy--severe discrepancy between ability and achievement**
   --Average to above average IQ

2. **Exclusion--LD does not include persons who have difficulty learning due to mental retardation or other visual, hearing, or motor handicaps**

3. **Special Education--special education services are needed to help remediate achievement deficiencies**

Adapted from Heward, W.L. & Orlansky, M.D. (1984). *Exceptional Children* (2nd ed.). Columbus: Charles E. Merrill Publishing Company.

SERIOUSLY EMOTIONALLY DISTURBED

One or more of the following characteristics over a long period of time and to a marked degree...(chronic)

1. **Inability to learn that cannot be explained by other factors**
2. **Inability to build or maintain satisfactory relationships with others**
3. **Inappropriate types of behaviors or feelings**
4. **General pervasive mood of unhappiness or depression**
5. **A tendency to develop illnesses or fears associated with personal or school problems**

Source: *Federal Register*, Vol. 42, No. 163, August 23, 1977, p. 42478
Adapted from: Heward, W.L. & Orlansky, M.D. (1984). *Exceptional Children* (2nd ed.). Columbus: Charles E. Merrill Publishing Company.

HEARING IMPAIRMENTS

1. Hard-of-Hearing

- Some ability to hear and understand the spoken word
- Words heard may sound garbled and distorted
- May have limited vocabulary
- May be deficient in language usage and comprehension

2. Deaf

- Cannot hear or understand the spoken word
- Needs visual clues to understand speech
- Speech and language defective and likely to deteriorate
- Difficulties with reading
- May be overly dependent and passive

Adapted from: Brolin, D.E. (1982). Vocational preparation of persons with handicaps (2nd ed.). Columbus: Charles E. Merrill Publishing Co.

VISUAL IMPAIRMENTS

Partially Sighted

- **Have limited ability to see print**
- **May be sensitive to light**
- **May be unable to tell the difference between colors**
- **Rely on touch and materials that enable them to learn through the sense of touch**

Blind

- **Become aware of their environment through hearing, touch, smelling, and taste**
- **May have difficulty with motor coordination, speech, and language development**
- **May have a negative self-concept**
- **May have difficulty forming interpersonal relationships**

Adapted from: Colby, C.R. Vocational special needs teacher training curriculum (1987). Austin, Texas: Texas A&M University.

LEARNERS WHO ARE ORTHOPEDICALLY IMPAIRED

Cerebral Palsy
- **Speech impairment**
- **Lack coordination**
- **Slow/jerky movements**
- **Sensory impairments**
- **Behavioral problems**
- **Social/emotional problems**
- **Learning impairments**

Amputations
- **Level of functional loss affects the physical ability**

Muscular Dystrophy
- **Instability**
- **Tire easily**
- **Weak**

Spinal Cord (Disease or Injury)
- **Minor sensory and/or motor loss**
- **Can result in paraplegia or quadriplegia**
- **Skin disorders**

Adapted from: Colby, C.R. Vocational special needs teacher training curriculum (1987). Austin, TX: Texas A&M University.

OTHER HEALTH IMPAIRMENTS

Limited strength, vitality or alertness, due to chronic or acute health problems...

Examples:

- **Heart Condition**
- **Tuberculosis**
- **Rheumatic Fever**
- **Nephritis**
- **Asthma**
- **Sickle Cell Anemia**
- **Hemophilia**
- **Epilepsy**
- **Lead Poisoning**
- **Leukemia**
- **Diabetes**

Characteristics:

- **Appears pale and frail**
- **Must often rest after strenuous activity**
- **Inattentive**
- **Negative self-concept**
- **Frequent absences due to health problems**
- **May be overdependent**

Adapted from: Sarkees and Scott, J.L. (1985). *Vocational Special Needs* (2nd Ed.). American Technical Publishers, Inc. Brolin D. (1962). *Vocational Preparation of Persons with Handicaps* (2nd ed.). Charles E. Merrill Publishing Co.

Objective Four

Describe Model Programs for Vocational Students with Disabilities throughout the United States

Time: Approximately 15 minutes

1. Distribute and discuss Handout 10, Characteristics of Model Programs, and review the characteristics of model programs.
2. Distribute Handout 11, Model Programs as a resource of model programs.

Characteristics of Model Programs

I. Administration

- A. Strong leadership and support
- B. Sufficient financial resources
- C. Evaluation of programs

II. Curriculum and Instruction

- A. Variety of teaching methods used
    - Individualization thorugh IEP
    - Cooperative learning/peer tutoring
    - Directive teaching
- B. Integration of Academic and vocational curricula
    - Sequential list of courses
    - Skills attained by program completers
    - Coordination among regular, special and voational teachers

III. Comprehensive Support Services

- A. Assessment of interests, abilities, and special needs
- B. Instructional support services
- C. Career guidance and counseling

IV. Formal communication and cooperation

  A. Ongoing communication and parents to gain support and involvement

  B. Timely notification

  C. IEP planning that actively involves vocational educators

  D. Transition plkanning

  E. Intra and interagency cooperation

V. Work Experience, Placement, and Follow-up

  A. Work experience during program

  B. Job placement services

  C. Follow-up procedures

Model Programs

The following 12 model programs were selected by staff from the Vocational Studies Center at University of Wisconsin-Madison. Each program is described in the publication *Profiles of Success: 12 Exemplary Approaches. Profiles of Success* provides a description of how vocational programs serve secondary special education students through funds from Carl D. Perkins Vocational Education Act.

To order this 500 page publication, contact the Vocational Studies Center, 964 Educational Sciences Building, 1025 West Johnson Street, University of Wisconsin, Madison, Wisconsin 53706 (608) 263-3415

Each program can also be contacted directly. The program name, location, and contact person is provided for your information.

1. Program: Career Opportunities Program for Special Needs Students in Southwest Oakland County

   Contact Person: Irvin Boynton
   Location: Southwest Oakland Vocational Education Center
   1000 Beck Road
   Wixom, Michigan 48096
   (313) 624-6000

2. Program: Designated Vocational Instruction/Job Training Partnership Act Program

   Contact Person: Jay Silvernail, Principal
   Steve McCullouth, DVI/LD Instructor
   Location: Elk Mound High School
   303 University
   Elk Mound, Wisconsin 54739
   (715) 879-5521

3. Program: Employment Skills Program and Designated Vocational Instruction

   Contact Person: Scott Zechel
   Location: Verona High School
   300 Richard Street
   Verona, Wisconsin 53593
   (608) 845-6451

4. Program: Leon's Intensive Training for Employment Program (LITE)

   Contact Person: Margaret Mills, Vocational Specialist and LITE Program Manager
   Location: 2757 W. Pensacola Street
   Tallahassee, Florida 32304
   (904) 487-7314

5. Program: Frederick County Vocational Evaluation/Support Service Team

   Contact Person: Elaine Gorman, Executive Director of Vocational Education and Computer Services
   Location: Frederick County Board of Education
   115 East Church Street
   Frederick, Maryland 21701
   (301) 694-1657

6. Program: Pierce County Vocational/Special Education Cooperative

   Contact Person: Douglas H. Gill, Program Director
   Location: Pierce County Vocational/Special Education Coop.
   4500 Steilacoom Boulevard, SW
   Tacoma, Washington 98499
   (206) 756-5746

7. Program: Project Strive

   Contact Person: Donna Rottengen, District Director of Student Personnel Services
   David Lenox, Director, Project STRIVE
   Location: Morris Hills Regional District
   MTD #3 Knoll Drive, Denville
   Rockaway, New Jersey 07866
   (201) 989-2759

8. Program: Southeast Oakland Vocational Education Center

   Contact Person: John Daenzer
   Location: Southeast Oakland Vocational Education Center
   5055 Delemere Street
   Royal Oak, Michigan 48073
   (313) 280-0600

9. Program: Special Needs Transition Program

   Contact Person: Jeff Theis, Special Needs Director
   Location: Carver-Scott Cooperative Center
   401 East 4th Street
   Chaska, Minnesota 55318
   (612) 448-5787

10. Program: Vocational Department: Promising "Signs"

    Contact Person: Patrice DiNatale, Principal/Louis Bianchi, Director
    Location: Horace Mann School for the Deaf
    40 Armington Street
    Allston, Massachusetts 02134
    (617) 787-5313

11. Program: Vocational Entry/Exit Level Skills Project: An Instructional Management System

Contact Person: Dr. Sharon Price or Mr. Larry Lutz
Location: Lake ARea Vocational Technical School
Camdenton R-III District
P.O. Box 809
Camdenton, Missouri 65020
Dr. Price (314) 346-5651
Dr. Lutz (314) 346-4260

12. Program: Vocational Education Preparation for Special Education
Location: Davis County School District
45 East State Street
Farmington, Utah 84025
(801) 451-1154 or 1169

Objective Five

Identify National Resources that Provide Free or Low Cost Information or Literature Related to the Vocational Preparation of Students with Disabilities

Time: Approximately 10-15 minutes

1. Use Handout 12, National Associations and Other Resource Centers, to identify national resources that provide free or low cost information.

2. Optional Homework Activity: Assign students to request information and/or a catalog from one of the national resources listed on Handout 12. Then have students share the information that they obtained.

National Associations and Other Resource Centers

American Vocational Association 1410 King Street Alexandria, VA 22314 703-683-3111	AVA publishes the *Vocational Education Journal* and hosts one annual convention and many regional and state conferences.
The Center on Education and Training for Employment The Ohio State University 1900 Kenny Road Columbus, Ohio 43210 614-292-4353 800-848-4815	The mission of the Center on Education and Training for Employment is to facilitate the career and occupational preparation and advancement of youth and adults. The Center fulfills its mission by conducting applied research, evaluation, and policy analysis and providing leadership development, technical assistance, curriculum development, and information services.
The Council for Exceptional Children (CEC) 1920 Association Drive Reston, VA 22091 703-620-3660	The Council for Exceptional Children (CEC) is a national professional organization that provides information on behalf of its membership. Members include school personnel, social workers, parents, and others who are directly concerned with improving the quality of life for exceptional children, both gifted and handicapped.
ERIC Clearinghouse on Adult, Career, and Vocational Education The Ohio State University Center on Education and Training for Employment 1900 Kenny Road Columbus, OHio 43210 614-292-4353 800-848-4815	The ERIC system provides two main reference tools. *Resources in Education* (RIE) contains abstracts of materials such as research reports, curriculum guides, program descriptions, and state-of-the-art papers. Entries are indexed by subject, author, and sponsor. *Current Index to Journals in Education (CIJE)* includes selected citations and annotations of articles from over 750 educational periodicals. CIJE is published monthly and is available in many libraries.

HEATH Resource Center One Dupont Circle, NW., Suite 670 Washington, DC 20036 800-544-3284	The Resource Center is a national clearinghouse on postsecondary education for individuals with disabilities in the U.S. It publishes a news bulletin three times a year; develops and disseminates fact sheets and packets of materials of concern to students with disabilities, postsecondary administrators, campus support service providers, and advisors of high school students with disabilities; and responds to individual questions by mail or telephone. All publications are free. A toll-free telephone is available for the use of both customers and professionals.
Missouri-LINC University of Missouri-Columbia 609 Maryland Columbia, Missouri 65211 314-882-2733	This state-funded program provides a wide assortment of services and materials to professionals involved in career and vocational education for persons with disabilities.
National Association of Vocational Education Special Needs Personnel Editor, Patrick J. Schloss Department of Special Education 311 Townsend Hall University of Missouri-Columbia Columbia, Missouri 65211	This association publishes a journal that is especially helpful to the vocational special needs instructor. It provides current and specialty features and ideas in special needs education.
National Information Center for Handicapped Children and Youth (NICHCY) 1555 Wilson Blvd, Suite 508 Rosslyn, VA 22209 703-522-3332	NICHY is a free information service to help parents, educators, care-givers, advocates and others who improve the lives of children and youth with handicaps. The center answers questions, develops and shares new information through factsheets and newsletters, and puts people in touch with others who are solving similar problems. Specific information is provided on transition, independent living centers, laws pertaining to the handicapped and individual state resource guides.
Pierce County Cooperative **and Special Education** 4500 Steilacoom Blvd., SW Tacoma, WA 98499-4098 206-756-5746	The Pierce County Vocational/Special Vocational Education Cooperative (PCC) has been designated an exemplary program and has received national validation status by the U.S. Department of Education. As part of the

	National Diffusion Network, it is being recommended for replication nationwide. It has been judged one of the 12 most effective programs by the University of Wisconsin after a national search and has also been awarded the nation's Exemplary Research Award for 1988 by the American Vocational Association Special Needs Division.
President's Committee on Employment of Persons with Disabilities 1111 20th Street, NW, 6th Floor Washington, DC 20036 202-653-5010	The President's Committee on Employment of Persons with Disabilities serves in an advocacy and public awareness role in fostering job opportunities for people with disabilities. As part of this effort, PCPD works with autonomous committees on employment of persons with disabilities at state and local levels, as well as producing its own publications and services.
TASPP Computerized Information Base Center for Research in Vocational Education Technical Assistance for Special Populations University of Illinois Office Department of Vocational and Technical Education 345 Education Building 1310 S. Sixth Street Champaign, IL 61820	TASPP has designed a computerized national information base exclusively for practitioners, researchers, and policymakers regarding vocational education programs for special needs populations. Custom-designed information searches are made available at no charge on topics such as transition, at-risk youth and adults, limited English proficient students and immigrants, teen pregnancy, rural and urban education, and integrating vocational education and the academics.
The Vocational Studies Center University of Wisconsin-Madison Publications Unit 265 Educational Sciences Building Madison, WI 53706 608-263-4357	Staff at this Center, through many publications and workshops, address federal guidelines/definitions, mainstreaming, learning strategies, supportive services/personnel and helping strategies/program implementation aids.

# Objective Six	Identify Sources that Publish or Distribute Materials for the Vocational Preparation of Students with Disabilities

Time: Approximately 10 minutes

1. Discuss Handout 13, Finding Appropriate Curricula, to identify sources that publish or distribute materials for the vocational preparation of students with disabilities.

2. Optional Homework Activity: Assign students to request information and a catalog from one of the publishers listed on Handout 12. Ask students to report to class during a future class period.

3. Discuss Handout 14, Ten Tips for Finding Curriculum and Materials, to describe how teachers can find appropriate materials.

Finding Appropriate Curriculum

Listed below are 6 regional curriculum centers. Personnel at each of these centers can help you locate appropriate curriculum at any of the 41 state-funded vocational and technical curricula centers. Obtain a directory of over 41 state-funded vocational and technical education curriculum centers by contacting the East Central Regional Curriculum Center in Springfield, Illinois (address below).

Regional Curriculum Centers	States Served
East Central Regional Curriculum Center Sangamon State Univ., F-2 Springfield, IL 62794-9243 217-786-6173 AV01727 FAX 217-786-6036	Delaware, District of Columbia, Illinois, Indiana, Maryland, Michigan, Minnesota, Ohio, Pennsylvania, Virginia, West Virginia, Wisconsin
Midwest Regional Curriculum Center Department of Vocational and Technical Education 1500 W. 7th Avenue Stillwater, OK 74074-4364 405-743-5192 AVO4602/FAX 405-743-5541	Arkansas, Iowa, Kansas, Louisiana, Missouri, Nebraska, New Mexico, Oklahoma, Texas
Northwest Regional Curriculum Center Old Main--Room 478 Saint Martin's College Lacey, WA 98503 206-438-4456 AVO5976/FAX 206-459-4124	Alaska, Colorado, Idaho, Montana, North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming
Western Regional Curriculum Center University of Hawaii 1776 University Avenue Wist 216 Honolulu, HI 96822 808-948-7834 AVO1476/FAX 808-943-8534	American Samoa, Arizona, California, Guam, Hawaii, Nevada, Northern Marianas, Republic of Marshall Islands, Republic of Palau, Federated States of Micronesia

Northeast Regional Curriculum Center
New Jersey Department of Education
Division of Voc Ed
Crest Way
Aberdeen, NJ 07747
201-290-1900
AVO3854/FAX 201-290-9678

Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, Vermont, Virgin Islands

Southeast Regional Curriculum Center
Research and Curriculum Unit
P.O. Drawer DX
Mississippi State, MS 39762
601-325-2510
AVO3101/FAX 601-325-3299

Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee

Ten Tips for Finding Curricula and Materials

1. Obtain the Directory of State Vocational and Technical Education Curriculum Centers by contacting:

   Illinois Vocational or
   East Central Regional Curriculum Center
   Sangamon State University, F-2
   Springfield, Illinois 62794-9243
   217-786-6375
   FAX 217-786-6036

2. Contact your regional or state vocational and technical education curriculum center (see handout 13).
3. Attend your state or national American Vocational Association convention and visit the exhibit area.
4. Attend other state or national conventions sponsored by other associations who support your subject area.
5. Contact the ERIC Clearinghouse on Adult, Vocational, and Career Education

   ERIC Clearinghouse on Adult, Career,
   and Vocational Education
   The Ohio State University
   Center on Education and Training for Employment
   1900 Kenny Road
   Columbus, Ohio 43210-1090
   614-292-4353
   800-848-4815

6. Network with your colleagues in vocational education and special education in your region or state.
7. Ask the vocational special education support staff to assist you in your search for appropriate curriculum and materials.
8. Contact the Job Accommodation Network (JAN):
   JAN
   P.O. Box 468
   Morgantown, WV 26505
   800-JAN-PCEH

   JAN provides information on job accommodations, employment opportunities, and relevant legislative developments.

9. Contact ABLE Data Network at--

   ABLE Data Network
   1200 Route 7
   Latham, NY 12110
   800-833-4707

   ABLE Data is a computerized database that provides information on products for the disabled.

10. Ask the special education teachers and administrators to recommend appropriate materials, curricula, and teaching strategies. This can be done at the IEP meeting or anytime during the year.

Objective Seven

Identify Appropriate Objectives for the Vocational Preparation of Students with Disabilities

Time: Approximately 20 minutes

1. Introduce objectives 7-12 by reviewing Transparency 24.
2. Review briefly the importance of developing and implementing practical and applied objectives for students with disabilities.
3. Have students complete Handout 15. An instructor's copy of the handout with correct answers appears on pp. 104-105.

Identifying Worthwhile Objectives

For each pair of objectives mark the one considered to be more worthwhile for students with disabilities.

1a. ___ The student will write a brief paragraph on the discovery of mercury and why it is used in thermometers.

1b. X Given a thermometer with temperature indicated, the student will read the thermometer and determine whether the body temperature is abnormal.

2a. ___ When directed, the student will describe how to change a tire.

2b. X Given the tools and a spare tire, the student will change a flat tire on a car within a time period specified by the teacher.

3a. ___ The student will describe how a clerk should make change for purchases of less than a dollar.

3b. X The student will determine whether he/she receives the correct change for a dollar when making purchases of less than a dollar.

4a. X Given a form for telephone messages, the student will write the name of the caller on the appropriate line.

4b. ___ The student will be able to list all the information needed to complete a telephone message form.

5a. ___ The student will have a positive attitude toward work as indicated on the Work Attitude Inventory.

5b. X The student will apply for a job.

BEST COPY AVAILABLE

6a. _X_ Given the appropriate materials, the student will make a bed properly.

6b. ___ The student will describe the proper procedure for making a bed.

7a. _X_ The student will state in his/her own words the proper sequence of basic steps for making a cake.

7b. ___ Given three recipes, the student will select the one that has the proper sequence of basic steps for making a cake.

Identifying Worthwhile Objectives

For each pair of objectives mark the one considered to be more worthwhile for students with disabilities.

1a. ___ The student will write a brief paragraph on the discovery of mercury and why it is used in thermometers.

1b. ___ Given a thermometer with temperature indicated, the student will read the thermometer and determine whether the body temperature is abnormal.

2a. ___ When directed, the student will describe how to change a tire.

2b. ___ Given the tools and a spare tire, the student will change a flat tire on a car within a time period specified by the teacher.

3a. ___ The student will describe how a clerk should make change for purchases of less than a dollar.

3b. ___ The student will determine whether he/she receives the correct change for a dollar when making purchases of less than a dollar.

4a. ___ Given a form for telephone messages, the student will write the name of the caller on the appropriate line.

4b. ___ The student will be able to list all the information needed to complete a telephone message form.

5a. ___ The student will have a positive attitude toward work as indicated on the Work Attitude Inventory.

5b. ___ The student will apply for a job.

BEST COPY AVAILABLE

6a. ____ Given the appropriate materials, the student will make a bed properly.

6b. ____ The student will describe the proper procedure for making a bed.

7a. ____ The student will state in his/her own words the proper sequence of basic steps for making a cake.

7b. ____ Given three recipes, the student will select the one that has the proper sequence of basic steps for making a cake.

Transparency 24

DIRECT INSTRUCTION

Plan Instruction:

- **Set Goals**
- **Analyze into Skills**
- **Assess Learner**
- **Design Materials**

Provide Instruction:

- **Demonstrate Skill**
- **Provide for Learner Response**
- **Vary Instructional Strategies**
- **Provide Performance Feedback**
- **Apply Skill**

Evaluate:

- **Monitor Learner Performance**
- **Reteach If Necessary**

Objective Eight

Develop/Adapt Appropriate Assessment Procedures for the Vocational Preparation of Students with Disabilities

Time: Approximately 15 minutes

1. Distribute Handout 16 and review Transparency 23. Students will be able to complete the handout based on the material on the Transparency.

Testing

(1) Try to administer tests ____________________________.

(2) When necessary, permit students to respond orally or through _________, minimizing ___________ responses for students with significant writing difficulties.

(3) Keep assessments ____________, will organized, and ___________ to the skills being taught.

(4) Give frequent, ____________ assessments rather than periodic, ____________ ones.

(5) Test questions and directions should be _____________ enough so that the student's response is solely a function of knowledge of skill, not understanding of ________.

(6) For each CR or ______________ item, provide several trials in order to establish whether or not the learner has or has not ____________ the skill.

(7) The ____________ and syntax of the test should be on the same level as that of the learner's.

(8) Place emphasis on skill ___________ rather than memory of lists, formulas, verbatim text, and so forth.

(9) Minimize extraneous ____________ and test at the student's optimum __________ (e.g., mornings, in a clinical setting).

Transparency 23

TESTING

1. Try to administer tests individually.
2. When necessary, permit students to respond orally or through demonstrations, minimizing written responses for students with significant writing difficulties.
3. Keep assessments brief, well organized, and pertinent to the skills being taught.
4. Give frequent, short assessments rather than periodic, lengthy ones.
5. Test questions and directions should be clear enough so that the student's response is solely a function of knowledge of skill, not understanding or directions.
6. For each CR or test item, provide several trials in order to establish whether or not the learner has or has not mastered the skill.
7. The vocabulary and syntax of the test should be on the same level as that of the learner's.
8. Place emphasis on skill performance rather than memory of lists, formulas, verbatim test, and so forth.
9. Minimize extraneous distractions and test at the student's optimum time (e.g., mornings, in a clinical setting).

Objective Nine

Develop/Modify Instructional Materials for the Vocational Preparation of Students with Disabilities

Time: Approximately 45 minutes

1. Distribute and review Handout 17. Have students complete the assignment at the bottom. A simplified version of a reading passage appears on page 114.

2. Distribute and review Handout 18. Have students complete the assignment at the end of the handout.

Adapting Instructional Materials

Alter Reading Level

Much of the material presented in secondary level textbooks is too difficult for most adolescents with disabilities. One effective although demanding means of providing reading material at the learner's level is rewriting the instructional material. This should be done only for frequently used, critical materials. Because these learners need to be able to gain information from print, alterations of this sort are occasionally warranted. Osterag and Rambeau (1982) provide guidelines for rewriting materials for secondary learners with disabilities:

1. Identify the current readability level.
2. Try to retain most of the material. Keep essential facts.
3. Reorganize the original sequence of ideas only if it is unnecessarily complex.
4. Rewrite materials that will be used again.
5. Shorten sentences by dividing them and deleting adjectives or adverbs.
6. Reduce the number of difficult words.
7. Use action verbs as much as possible.
8. Team up with other teachers to reduce the workload.
9. Read the revised story to someone else and revise as needed.

Following is a passage taken from a car owner's manual:

> The Required Maintenance Schedule specifies all maintenance required to keep your car in peak operating condition. Work should be done by an authorized dealer but may be done by any qualified service facility or individual who is competent in this type of work. After the maintenance has been done, be sure to complete the Maintenance Record on page 94. All required maintenance is considered normal owner operating cost and you will be charged for it by your dealer.

BEST COPY AVAILABLE

The passage was rewritten as follows so that it could be read more easily by the less able reader:

> The Required Maintenance Schedule tells you what needs to be done to help your car run in the best way. The work should be done by mechanics who work for the company that made your car. You can also have the work done by a mechanic trained to work on your kind of car. On page 94 of this manual is a Maintenance Record form. After the work has been done on your car, write in what work was done, when the work was done, and where the work was done. Because you are the owner, you are expected to have this maintenance work done on your car. You will have to pay for this work.

Assignment: Rewrite the following passage to simplify it for the less abled reader.

> **Caution:** Parking on an incline is not recommended and should be done cautiously and only if it cannot be avoided. Follow all precautions mentioned above and turn the wheels to point towards a curb if facing downhill or away from a curb if facing uphill.

Altering/Enhancing Instructional Materials

Reorganize Materials

Teachers may also take the following steps in order to simplify reading materials.

1. Use marking pen to highlight main ideas and blackout unimportant text.
2. Cut out desired information and arrange in desired sequence. Materials may be cut-and-pasted from a variety of sources.
3. Teachers may help students classify and organize information so that it is more easily understood and retained. In learning about foods and nutrition, for example, a chart on high and low fat dairy products might be useful.

Dairy Products

High Fat	Low Fat
ice cream	yogurt
butter	butter cheese
sour cream	cottage cheese
whole milk	skim milk

Alter Mode of Presentation

1. Record printed material on audiotape. Volunteers or competent students may be used as readers. Incorporate comprehension questions/exercises into taped material.
2. Enhance or revise printed materials to produce graphic aids:
    a. Charts
    b. Graphs
    c. Maps
    d. Mock-ups
    e. Models
    f. Real objects and materials
    g. Illustrations
    h. Photographs
    i. Tapes, films, video, slides, etc.

3. Use advance organizers. Students might be able to learn the subject matter more efficiently if you help them organize information in ways such as the following taken from a nursing test (Schollar, ref.)

disease	symptoms (problems)	etiology (cause)	prognosis (long term outcome)	medication

Other suggestions for advance organizers include:

a. Outlines
b. Pretests
c. Unit questions
d. Study guides
e. Special vocabulary definitions
f. Chapter summaries
g. Chapter objectives
h. Background information

Increase Motivational Properties of Materials

1. Incorporate self-instructional features in instructional materials. Example: On audiotapes, ask a comprehension question and then direct learner to shut off tape recorder until he or she has stated or written the answer. The learner then turns on the recorder to hear the correct answer. If the learner responded incorrectly, he or she is to listen again to the designated segment of the tape and proceed through the same sequence.

2. Use functional/daily living instructional materials. Because these materials pertain to everyday activities, they are meaningful and often more attractive to students. Such materials include:

    a. Newspapers
    b. Menus
    c. Catalogs
    d. Magazines
    e. Food labels
    f. Schedules
    g. Consumer instructions
    h. Application forms

3. Vary instructional materials to include:

    a. Games
    b. Novel worksheets
    c. Flash cards

4. Identify or devise computer-assisted learning and practice activities.

Alter Pace of Materials Presented

1. Present the material in small, retainable units.

2. Provide numerous, varied practice activities for each skill taught.

3. Provide ample opportunity for the learner to review and study previously presented material.

4. Help the learner move through materials at his or her own pace.

Assignment: Modify the following excerpt (or a passage from your test) by altering the reading level, reorganizing the material, altering the mode of presentation, increasing the motivational properties, and altering the pace.

Excerpt from a textbook here.

Objective Ten

Develop/Modify Instructional Strategies Appropriate for the Vocational Preparation of Students with Disabilities

Time: Approximately 30 minutes

1. Distribute and review Handout 19.
2. Hold a brief discussion with the class on the two questions provided at the end of the handout.

Provide Instruction

Daily Review

Begin with review of previous material, correction of homework, and review of relevant background concepts for the day's homework, and review of relevant background concepts for the day's lesson. The goal is to make sure that the students are firm in the prerequisite skills for the day's lesson.

Demonstrate Skill

Research shows that effective teachers spend more time in demonstration than do less effective teachers:

1. Focus the learner on what they are to learn to do: "At the end of this lesson you will be able to complete the personal identification section of a job application form." "Today you will be able to calculate the perimeter of a room."
2. Present the skill and model the behaviors that make up the skill.
3. Give step-by-step directions. Don't assume students understand simply because there are no questions.
4. Check understanding by stopping to ask questions, to summarize, and to evaluate what has been said.
5. Teach in small steps. Students become confused when too much material is presented at one time. Focus on one point and establish understanding before going to next.
6. Avoid digressions; they add to student confusion.

Provide Opportunities for Students to Respond

During instruction, pupils need to be given the opportunity to respond to ensure attending, comprehension, and skill acquisition.

1.	Questioning	Frequent questioning will cause students to attend. Process questions (e.g., how, why) are preferred over factual questions because they are more thorough and more effectively address comprehension.
2.	Pupil worksheets	Give students duplicates of the teacher's materials so the student can complete them as the teacher demonstrates to the entire class. For example, the teacher is demonstrating how to complete a time card. The student fills out a similar one at her desk.
3.	Guided notes	The teacher provides an outline of that day's _ _________ notes. The student _________ in the blank spaces as the __________ lectures. This eliminates the need for _________ _________ and is especially useful for the learner with ___ ___________ who has _____________ skill in __________. This also helps to ___________ and ______________ the material.
4.	Correct responding	Increase correct responding through demonstrations, prompting, and feedback. Correct responding greatly enhances learning by eliminating the opportunity to practice mistakes and poor habits.
5.	Rephrasing, Rehearsing, Summarizing	Organize students into small groups where they rephrase/rehearse/summarize the day's lesson to follow students. This activity provides the opportunity for students to clarify their understanding of the lesson as well as provide additional instruction for peers.

Provide Performance Feedback

1.	Immediate	When students are learning a new skill, give feedback immediately so students won't practice mistakes. Self-correcting materials can be used for immediate feedback.
2.	Precise	Precise feedback can help students to correct for minor errors and appreciate small gains in performance. Example: A student progressing in typing from 45 to 48 words per minute may not be aware of this improvement unless given feedback.
3.	Self-scoring	Self-scoring helps students to become more keenly aware of the strengths and weaknesses of their performance. Students tend to be fairly truthful, but the veracity of their self-evaluations may be increased through random reliability checks by the teacher.
4.	Praise	Praise can be motivating. Praise both for improvements in work behavior and in skill development. Be specific. Example: "George, you completed and turned in your assignment." "Amy, you correctly solved two more problems today."

Provide for Additional practice

1.	Peer Tutoring	Use more competent students to tutor their less competent peers, particularly those with special needs. Train tutors in how to present the material, elicit peer responses, provide practice, and monitor and record results. Peer tutoring is beneficial to both tutor and tutee. Schedule brief periods (e.g., 10 minutes) two or three times weekly for all students to engage in peer tutoring.

Students should not be directed to practice independently until they are responding to the task without extensive teacher prompting. Independent practice may be accomplished through various means.

2.	Games, Worksheets. Homework Assignments Computers	Vary materials so that practice remains attractive.
		Avoid giving the same worksheet repeatedly.
		Avoid using worksheets as the only means of practice.
		Use typical game formats such as crossword puzzles, Monopoly, Concentration, and card games to practice needed skills. Example: Vocabulary words and their definitions/pictures could be easily incorporated into a generic board or card game. Students would have to generate or match a definition with its vocabulary word before completing a turn.
		Incorporate games into peer-tutoring activities.
3.	Review	Provide for periodic review to aid in overlearning, proficiency, and maintenance.

Apply the Skill

The best practice is direct application under real life conditions.

Classroom application	provide models or simulations for students to apply skills taught.
	Assign peer tutor/coach for immediate feedback.
Daily application	Where possible, require students to apply new skills personally. Example: While learning about nutrition, student keeps log of daily meals and analyzes nutrition content.
Culminating application	Require students to perform skill, demonstrating understanding of entire unit of study. Example: Following unit on nutrition student plans, purchases, and prepares meal reflecting desired nutrition.

What are some ideas for daily applications for learnings in consumerism? horticulture? foods? grooming? or your field?

What are some ideas for culminating applications for learnings in consumerism? horticulture? foods? grooming? or your field?

Objective Eleven

Monitor/Evaluate the Vocational Preparation of Students with Disabilities

Time: Approximately 20 minutes.

1. Distribute and review Handout 20.
2. Distribute and review Handout 21.
3. Review Transparency 25.

Evaluation

Monitor Learner Performance

A well designed evaluation system--

1. enables students to self-evaluate,
2. helps to motivate students, and
3. enables teachers to determine what has been learned and what needs to be taught

Monitor closely the student's skill development by listing competencies and indicating the degree to which each one is obtained. Example:

		Level of Performance		
Competency	Date	Frustration	Instruction	Mastery
Courteous and polite on telephone	10/21/90			X
Says hello and identifies place of business	10/21/90			X
Requests caller's name, telephone number, and message	10/21/90		X	
Requests clarifying information from caller				
Records caller's information on message form				

		Level of Performance		
Competency	Date	Frustration	Instruction	Mastery
Puts caller on hold and transfers call				
Relays correct information to caller				
Correctly delivers oral and written message to intended recipient				

Comments:

Reteach If Necessary

If previously presented materials are not learned, the teacher might consider these techniques:

1. Teaching a prerequisite skill
2. Analyzing the skill to divide it into smaller steps
3. Revising instructional procedures
4. providing additional guided practice
5. Further altering the instructional materials
6. Increasing incentives such as praise, feedback, and self-evaluations
7. Increasing amount of tutoring
8. Increasing opportunities for learner to apply the skill

GUIDED NOTES

The teacher provides an outline of that day's lecture notes. The student fills in the blank spaces as the teacher lectures. This eliminates the need for extensive notetaking and is especially useful for the learner with disabilities who has limited skill in notetaking. This also helps to organize and understand the material.

Objective Twelve

Identify Appropriate Accommodations for the Vocational Preparation of Students from Specific Disability Categories

Time: Approximately 30 minutes.

1. Distribute Handout 22.
2. Have students fill out the handout while you review the instructor notes and Transparencies 26 and 27.
3. Have students choose three disability categories and list ways they would accommodate their vocational lab or job setting for each of the three categories.

INDIVIDUALS WITH DISABILITIES: GENERAL CHARACTERISTICS AND ACCOMMODATIONS

General Characteristics	Possible Accommodation
Mentally Retarded - Subaverage general intellectual student - Deficits in adaptive behavior	- Present material at a level the student can understand - Simplify production process, use jigs and fixtures as necessary
Hard of Hearing - Hearing impairment - Can be permanent or fluctuating	- Use a light to signal when bell goes off, machine is on - Use interpreters - Write directions - Try to provide instruction in carpeted area; position so learner can read instructor's lips
Deaf - Severe hearing impairment - Has difficulty processing linguistic information	- Use interpreters - Use lights to signal when bell goes off or machine is on - Write directions - Try to provide instruction in carpeted area; position so learner can read instructor's lips
Visually Disabled - Visual impairment and/or blindness	- Use notetakers and/or tape recorders - Use auditory rather than visual warning signals - Use guard plates on power equipment - Place braille markings on control dials - Move machine switches for easier accessibility

BEST COPY AVAILABLE

INDIVIDUALS WITH DISABILITIES: GENERAL CHARACTERISTICS AND ACCOMMODATIONS (Continued)

General Characteristics	Possible Accommodation
Seriously Emotionally Disturbed	
- Inability to learn that cannot be explained by sensory or intellectual factors - Inability to build or maintain relationships	- Clear expectations - Post rules - Strong behavior management system - Review frequently
Orthopedically Impaired	
- Congenital anomaly (clubfoot) - Disease (polio, TB) - Cerebral palsy	- Use of guard plates on equipment - Move machine switches for easier accessibility - Adjust semistationary equipment to variable height bases
Other Health Impaired	
- Limited strength, vitality or altertness due to acute health problems	- Use of guard plates on equipment - Use notetakers and or tape recorders - Move machine switches - Adjust semistationary equipment to variable height bases
Specific Learning Disability	
- Disorder in one or more of basic psychological processes - Perceptual problems - Attention deficit	- Teach through the student's learning style - Highlight main ideas - Demonstrate and self-talk each step - Use of notetakers and/or tape recorders - Use peer tutoring

Individuals with Disabilities: General Characteristics and Accommodations

General Characteristics	Possible Accommodation
Mentally Retarded - Subaverage general intellectual student - Deficits in adaptive behavior	- Present material at a level the student can understand -
Hard of Hearing - Hearing impairment - Can be permanent or fluctuating	- Use a light to signal when bell goes off or machine is on - Use interpreters - -
Deaf - Severe hearing impairment - Has difficulty processing linguistic info	- Use interpreters - Use lights to signal when bell goes off or machine is on - Write directions - Try to provide instruction in carpeted area; position so learner can read instructor's lips

BEST COPY AVAILABLE

Visually Disabled	
- Visual impairment and/or blindness	-
	-
	-
	- Use guard plates on power equipment
	- Have braille markings on control dials
	- Move machine switches for easier accessibility
Seriously Emotionally Disturbed	
- Inability to learn that cannot be explained by sensory or intellectual factors	- Clear expectations
	-
- Inability to build or maintain relationships	- Strong behavior management system
	- Review frequently
Orthopedically Impaired	
- Congenital anomaly (clubfoot)	- Use of guard plates on equipment
- Disease (polio, TB)	- Move machine switches for easier accessibility
- Cerebral palsy	
	-
	-
Other Health Impaired	
- Limited strength, vitality or alertness due to acute health problems	- Use of guard plates on equipment
	-
	- Move machine switches
	- Semi-stationary equipment on variable height bases

Specific Learning Disability

- Disorder in one or more of basic psychological processes	- Teach through the student's learning style
	-
- Perceptual problems	- Demonstrate and self-talk each step
- Attention deficit	- Use of notetakers and/or tape recorders
	-

Transparency 26

INDIVIDUALS WITH DISABILITIES: GENERAL CHARACTERISTICS AND ACCOMMODATIONS

General Characteristics	Possible Accommodation
Mentally Retarded - Subaverage general intellectual student - Deficits in adaptive behavior	- Present material at a level the student can understand - Simplify production process, use jigs and fixtures as necessary
Hard of Hearing - Hearing impairment - Can be permanent or fluctuating	- Use a light to signal when bell goes off, machine is on - Use interpreters - Write directions - Try to provide instruction in carpeted area; position so learner can read instructor's lips
Deaf - Severe hearing impairment - Has difficulty processing linguistic information	- Use interpreters - Use lights to signal when bell goes off or machine is on - Write directions - Try to provide instruction in carpeted area; position so learner can read instructor's lips
Visually Disabled - Visual impairment and/or blindness	- Use notetakers and/or tape recorders - Use auditory rather than visual warning signals - Use guard plates on power equipment - Place braille markings on control dials - Move machine switches for easier accessibility

INDIVIDUALS WITH DISABILITIES: GENERAL CHARACTERISTICS AND ACCOMMODATIONS

(Continued)

General Characteristics	Possible Accommodation
Seriously Emotionally Disturbed - Inability to learn that cannot be explained by sensory or intellectual factors - Inability to build or maintain relationships	- Clear expectations - Post rules - Strong behavior management system - Review frequently
Orthopedically Impaired - Congenital anomaly (clubfoot) - Disease (polio, TB) - Cerebral palsy	- Use of guard plates on equipment - Move machine switches for easier accessibility - Adjust semistationary equipment to variable height bases
Other Health Impaired - Limited strength, vitality or altertness due to acute health problems	- Use of guard plates on equipment - Use notetakers and or tape recorders - Move machine switches - Adjust semistationary equipment to variable height bases
Specific Learning Disability - Disorder in one or more of basic psychological processes - Perceptual problems - Attention deficit	- Teach through the student's learning style - Highlight main ideas - Demonstrate and self-talk each step - Use of notetakers and/or tape recorders - Use peer tutoring

Objective Thirteen

Explain the Transition Planning Process for the Vocational Preparation of Students with Disabilities

Time: Approximately 20-30 minutes

1. Use the instructor notes, Overview of the School-to-Work Transition and Transparency 28 to review the purpose and objectives of this module. Explain that you will answer the following four questions:

   - What is transition?
   - Why has transition become a priority?
   - Who is responsible for the transition planning process?
   - How do school and agency personnel complete an effective transition planning process?

   Explain that the students should complete Handout 23, The School-to-Work Transition: Guided Notes, which you have passed out to highlight the key points of your lecture on transition.

2. Describe what transition is by using the instructor notes and transparencies 29-31.

3. Explain why transition has become a federal priority by using the instructor notes and transparencies 32-34.

4. Explain who is responsible for transition by using the instructor notes and transparencies 35-39.

5. Explain how to implement a smooth transition planning process by using the instructor notes.

6. Conduct a graffiti activity as follows:

    - Write each one of the four questions above at the top of a large piece of newsprint.

    - Hang the four pieces of newsprint on walls around the room.

    - Have students walk around and scribble an answer on each of the four papers.

7. Distribute Handout 24, Discovering an Untapped Work Force Videocassette Discussion Questions. Show the videocassette "Discovering an Untapped Work Force" and review Handout 24. An instructor's copy of the quiz with correct answers appears on pp 152.

8. Summarize the lecture by using Transparency 40, Transition from School to Work: Important Needs.

Overview of School-to-Work Transition

I. What Is Transition? (Transparency 29 and 30)

A. IDEA of 1990--Definition of Transition Services

"A coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation."

Definition of "Individualized Education Program"

Adds requirement that IEP include:

"A statement of the needed transition services for students beginning no later than age 16 and annually thereafter (and, when determined appropriate for the individual, beginning at age 15 or younger), including, when appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting," and

"In the case where a participating agency, other than the educational agency, fails to provide agreed upon services, the educational agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives."

BEST COPY AVAILABLE

B. 1984 Definition:

"...an outcome oriented process encompassing a broad array of services and experiences that lead to employment. Transition is a period that includes high school, the point of graduation, additional postsecondary education or adult services, and the initial years of employment. Transition is a bridge between the security and structure offered by the school and the risks of adult life." (Will, 1984)

C. Will refers to three bridges of transition. Please list examples of how a student would cross each bridge below:

1. No support services--Student receives no special services from school or agency personnel.
    - Type of student--Very independent, primarily mainstreamed, mild disability.
    - Type of educational program--Mainstreamed program. Most classes are provided in regular education.
2. Time-limited services--Student receives support services for 1-2 years following graduation.
    - Type of student--Mild to moderate disability.
    - Type of educational program--Partially mainstreamed to separate program.
    - Type of support services--Services provided by JTPA or rehabilitation program. Most common service provided is vocational (job search, job placement).
3. Ongoing services--Services provided throughout student's adult life.
    - Type of student--Students with severe disabilities.
    - Type of educational program--Separate programs.
    - Type of support services--Supported work programs with job coaching and intensive follow-along.

C. Brolin expanded Will's definition to present a K-12 model.

II. Why Is Transition a Priority? (Transparencies 31-33)

A. Costs of special education

- Mean annual cost per student--$6,335.
- Total anticipated cost grades K-12--$82,355.

B. Cost of dependency

- Annual costs of dependency--$45,000.
- Lifetime costs of dependency--Over $2,000,000.

C. Unemployment rates of persons with disabilities--Approximately two-thirds of persons with disabilities are unemployed.

- Men with disabilities--63 percent.
- Women with disabilities--72 percent.

III. Who Is Responsible for Transition? (Transparencies 34-37)

- Potential school-based transition coordinators--Many different school personnel can coordinate the school-to-work transition process. Everyone should be involved to a certain degree. All persons involved should focus on independent living and employment.
  - -- Work-study coordinators--Typically begins working with student and family in 9th grade.
  - -- Vocational special education coordinators--Works in vocational programs in 11th and 12th grades.
  - -- Classroom teachers--Teach applied academics.
  - -- Special education teachers--Must keep curriculum functionally based.
  - -- Vocational instructors--Prepare youth for employment.
  - -- Occupational experience coordinators--Coordinates paid work experiences.
  - -- Others

All school personnel must maintain a focus on independent living and employment. Specifically, school personnel should do the following:

- Design activities to assist each student in developing a healthy work personality. Activities could include--
  - Promote career exploration in all subject matter
  - Provide expectation that youth will work!
- Implement a functional curriculum. Target on--
  - Employment
  - Independent living
- Mainstream students in LRE
- Implement a comprehensive career/vocational assessment:
  - Examples of informal assessment activities--Job shadowing, volunteer jobs, class reports on careers.
  - Examples of formal assessment activities--Work samples, interest surveys, job tryouts.
- Encourage educators to gain realistic world of work expectations. Examples include
  - Visiting businesses--Business-educator exchanges.
  - Inviting business persons into classroom.
- Infuse career development activities into the curriculum:
  - Career exploration, applied academics, math on the job.
- Develop active partnerships with--
  - Parents
  - Community agencies
  - Employers
- Designate a transition coordinator for each student:
  - Time
  - Resources

- Provide staff development opportunities:
  - Professional meetings
  - Professional journals circulating among staff

Role of Vocational Personnel in the School-to-Work Transition

- Prepare students for work
- Teach/reinforce the basic skills
  - Reading, math, writing, problem solving
  - Employability skills
- Participate in the IEP process
  - Coordinate and balance vocational skills with applied academics and functional skills
  - Coordinate job placement timelines
- Place student in jobs
  - Provide/coordinate on-the-job support for student and employer
- Cooperate with others
  - Special and regular educators and adult service personnel

Role of Agency Personnel

- Appoint transition staff
- Develop specific services for school personnel and parents
- Develop interagency agreements
- Provide staff development activities

Role of Employers

- Become actively involved with school personnel and parents
- Open up worksites for career exploration and training
- Help dispel myths and negative attitudes

IV. How Does Transition Work? (Transparencies 39-43)

Transition is a multi-year process. What planning tools can you use to plan effectively

- IEP
- ITP Record Sheet
- ITP Form

List and provide examples for six Important Needs of Transition.

1. Develop more universal definitions
2. Conduct earlier vocational assessment to guide IEP
3. Promote better interagency cooperation
4. Begin career education earlier
5. Increase vocational preparation
6. Develop more unified human resource system

Hasazi, Johnson, Hasazi, Gordon, and Hull (1989) found that youth with disabilities who exited high school in 1984-85 had better employment outcomes than their peers if they had--

1. Vocational training
2. Paid work experience

The School-to-Work Transition: Guided Notes

I. What Is Transition?

TRANSITION SERVICES

A. IDEA of 1990--Definition of Transition Services

"A coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation."

Definition of "Individualized Education Program"

Adds requirement that IEP include:

> "A statement of the needed transition services for students beginning no later than age 16 and annually thereafter (and, when determined appropriate for the individual, beginning at age 15 or younger), including, when appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting," and
>
> "In the case where a participating agency, other than the educational agency, fails to provide agreed upon services, the educational agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives."

BEST COPY AVAILABLE

B. 1984 Definition:

> "...an outcome oriented process encompassing a broad array of services and experiences that lead to employment. Transition is a period that includes high school, the point of graduation, additional postsecondary education or adult services, and the initial years of employment. Transition is a bridge between the security and structure offered by the school and the risks of adult life." (Will, 1984)

C. Will refers to three bridges of transition. Please list examples of how a student would cross each bridge below:

1. No support services--
    - Type of student--
    - Type of educational program--
2. Time-limited services--
    - Type of student--
    - Type of educational program--
    - Type of support services--
3. Ongoing services--
    - Type of student--
    - Type of educational program--
    - Type of support services--

II. Why is Transition a Priority?

A. Costs of special education

- Mean annual cost per student--
- Total anticipated cost grades K-12--

B. Cost of dependency

- Annual costs of dependency--
- Lifetime costs of dependency--

C. Unemployment rates of persons with disabilities

- Men with disabilities--
- Women with disabilities--

III. Who Is Responsible for Transition?

A. Potential school-based transition coordinators--Many different school personnel can coordinate the school-to-work transition process. Everyone should be involved to a certain degree.

- Work-study coordinators--
- Vocational special education coordinators--
- Classroom teachers--
- Special education teachers--
- Vocational instructors--
- Occupational experience coordinators--
- Others

All school personnel must maintain a focus on independent living and employment. Specifically, school personnel should do the following:

- Design activities to assist each student in developing ____________________ ____________________.
- Implement a functional curriculum. Target on--
  --
  --

- Mainstream students in ____
- Implement a comprehensive career/vocational ____________________.
- Encourage educators to gain _______________ world of work expectations.
- ______________ career development activities into the curriculum.
- Develop active partnerships with--
    - --
    - --
    - --
- Designate a transition coordinator for each student:
    - --
    - --
- Provide staff development opportunities:

Role of Vocational Personnel in the School-to-Work-Transition

- Prepare students for work
- Teach/reinforce the basic skills
    - --
    - --
- Participate in the IEP process
    - --
    - --
- Place students in jobs
    - --
- Cooperate with others
    - --

Role of Agency Personnel

- ______________________ transition staff.
- ______________________ specific services for school personnel and parents.
- Develop interagency ______________________.
- Provide ____________________________ activities.

Role of Employers

-
-
-

IV. How Does Transition Work

Transition is a multi-year process. What planning tools can you use to effectively plan?

-
-
-

List and provide examples for six Important Needs of Transition.

1.
2.
3.
4.
5.
6.

Hasazi, Johnson, Hasazi, Gordon, and Hull (1989) found that youth with disabilities who exited high school in 1984-85 had better employment outcomes than their peers if they had--

1.

2.

Discovering an Untapped Work Force: Videocassette Discussion Questions

1. Many companies have discovered the benefits of hiring individuals with disabilities. What are some of these benefits?

   Response: Workers with disabilities are--
   --good employees
   --dependable
   --productive
   --good workers

2. What do people with disabilities want from other people?

   Response: People with disabilities want--
   --to be accepted
   --people to like them
   --to be understood

3. What does being employed mean to people with disabilities?

   Response: Being employed means--
   --to be fulfilled
   --to be independent and responsible
   --to have an opportunity to make friends

4. What are some barriers to that people with disabilities experience when they are looking for employment?

   Response: --Convincing other people that I can do the job
   --Attitudes

5. What can you do over the next year to enrich your life and the life of a person with disabilities?

   Response: Ask students to share a personal goal that they can implement over the next year. Some goals may be--

   --Befriend a person with a disability
   --Accept a student with a disability in their class
   --Assist a person with a disability obtain a job
   --Show the video to another group

BEST COPY AVAILABLE

Discovering an Untapped Work Force: Videocassette Discussion Questions

1. Many companies have discovered the benefits of hiring individuals with disabilities. What are some of these benefits?

2. What do people with disabilities want from other people?

3. What does being employed mean to people with disabilities?

4. What are some barriers to that people with disabilities experience when they are looking for employment?

5. What can you do over the next year to enrich your life and the life of a person with disabilities?

OVERVIEW OF OVERHEAD TRANSPARENCIES

What Is Transition?

Transition Services (IDEA of 1990 definition)
What is Transition -- (Will 1984 definition)
School to Work Transition -- (Donn Brolin)

Why Is Transition a Priority?

Cost of Special Education
Unemployment Rates of the Disabled
Cost of Dependency

Who Is Responsible for Transition?

Potential Transition Coordinators
Role of School Personnel
Role of Vocational Personnel
Role of Agency Personnel
Role of Employers

Important Needs

TRANSITION SERVICES

IDEA of 1990--Definition of Transition Services

"A coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation."

Definition of "Individualized Education Program"

Adds requirement that IEP include:

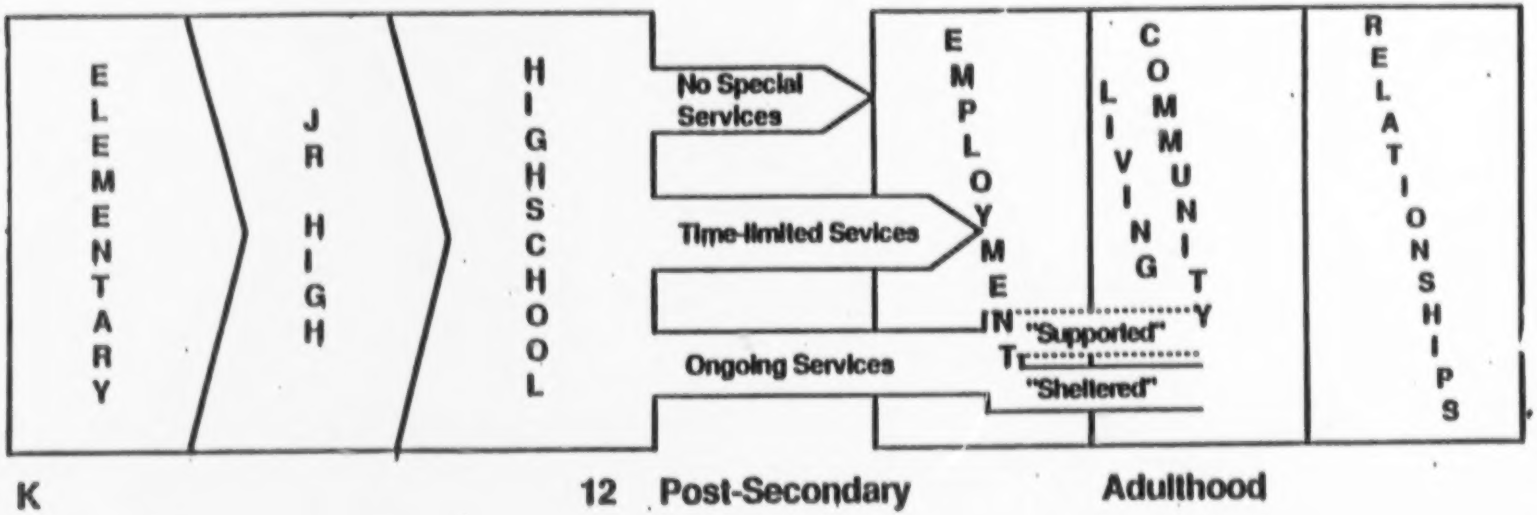
"A statement of the needed transition services for students beginning no later than age 16 and annually thereafter (and, when determined appropriate for the individual, beginning at age 15 or younger), including, when appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting," and

"In the case where a participating agency, other than the educational agency, fails to provide agreed upon services, the educational agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives."

WHAT IS TRANSITION?

"...an outcome oriented process encompassing a broad array of services and experiences that lead to employment. Transition is a period that includes high school, the point of graduation, additional post-secondary education or adult services, and the initial years of employment. Transition is a bridge between the security and structure offered by the school and the risks of adult life." (Will, 1984)

SCHOOL - TO - WORK TRANSITION


ELEMENTARY
JR HIGH
HIGHSCHOOL
No Special Services
Time-limited Sevices
Ongoing Services
EMPLOYMENT
"Supported"
"Sheltered"
LIVING
COMMUNITY
RELATIONSHIPS
K
12
Post-Secondary
Adulthood

Donn Brolin (1985)

WHY IS TRANSITION A PRIORITY?

COST OF SPECIAL EDUCATION

Mean Annual Cost Per Student

$6,335

Total Anticipated Cost K-12

$82,355

Eleventh Annual Report to Congress, 1989

Transparency 33

WHY IS TRANSITION A PRIORITY?

UNEMPLOYMENT RATES OF PERSONS WITH DISABILITIES

Currently-

- **63 percent of all men with disabilities**

- **72 percent of all women with disabilities**

Are Unemployed

President's Committee on Employment of People with Disabilities, 1990

WHY IS TRANSITION A PRIORITY?

Annual Cost of Dependency

$45,000

Lifetime Cost of Dependency

$2,000,000

per person over an unwillingly dependent and idle lifetime

President's Committee on Employment of People with Disabilities, 1990

WHO IS RESPONSIBLE FOR TRANSITION?

Potential Transition Coordinators

- Work Study Coordinators
- Vocational Special Education Coordinators
- Classroom Teachers
- Special Education Teachers
- Vocational Instructors
- Occupational Work Experience Coordinators

All of Us Have an Important Role!

ROLE OF SCHOOL PERSONNEL

- **Design activities to assist each student in developing a healthy work personality**
- **Implement a functional curriculum targeted to employment and independent living**
- **Mainstream students in least restrictive environment (LRE)**
- **Implement a comprehensive career/vocational assessment program**
- **Encourage educators to gain realistic world of work expectations**
- **Infuse relevant career development activities into curriculum**
- **Develop active partnerships with**
  - **Parents**
  - **Community agencies**
  - **Employers**
- **Appoint a transition coordinator**
  - **Time**
  - **Resources**
- **Provide staff development opportunities**

ROLE OF VOCATIONAL PERSONNEL IN THE SCHOOL-TO-WORK TRANSITION

- Prepare students for work
- Teach/reinforce the basic skills
  - Reading, math, writing, problem-solving skills
  - Employability skills including job search, job survival and social skills
- Participate in the IEP process
  - Coordinate and balance vocational skills with applied academic and functional skills
  - Coordinate job placement timelines
- Place students in jobs
  - Provide/coordinate on-the-job support for students and employer
- Cooperate with others
  - Special and regular educators and adult service personnel

ROLE OF AGENCY PERSONNEL IN TRANSITION FROM SCHOOL TO WORK

- **Appoint school-to-work transition staff to work with educators and parents**
- **Clarify specific services for school personnel and parents**
- **Develop clearly specified interagency agreements**
- **Provide staff development opportunities**

ROLE OF EMPLOYERS IN TRANSITION FROM SCHOOL TO WORK

- Become actively involved with school personnel and parents

- Open up worksites for career exploration and training

- Help dispel the myths and negative attitudes

TRANSITION FROM SCHOOL TO WORK: IMPORTANT NEEDS

1. Develop more universal definitions among the agencies
2. Conduct earlier vocational assessment to guide the IEP process
3. promote better interagency cooperation
4. Begin career education earlier in elementary level
5. Increase the vocational preparation throughout education experience
6. Develop a more unified human resource system

Ohio Great Lakes RRC (1984)